

Teachers' Quarterly

Vol. II. No. I.

EDITORS :

Nalini Das

Kalyani Karlekar

Manju Acharya

ADVISORY COMMITTEE

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Department of Extension Services, Institute of Education
for Women

20B, JUDGES COURT ROAD, CALCUTTA.

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200, JUDGE COURT ROAD, CALCUTTA

Teachers' Quarterly

Vol. II. No. 1, March 31, 1957

FOREWORD

We have entered the second year of our existence.

In the first year we held two conferences,—the Inaugural conference in January and the First Annual conference in December 1957. We held four series of refresher courses in the first year. The spring-term-series of evening lectures—offering English, objective Tests, Correlation and Projects and Apparatus-making was repeated during the Summer Vacation for the benefit of mufasil teachers. Similarly the Rains-term-course offered History, Geography, Bengali and Hindi, Apparatus-making being correlated with each of the school subjects, and was repeated during the Autumn Vacation. Educational and Social functions and exhibitions of work were organised at the end of each series of refresher courses. Our professional associations, the Pradhan Shikshika Samiti, the English Teachers' Association, and the Home Science Teachers' Association were also started during the year and held their sittings monthly except during vacations.

Last—but, by no means the least, is the more-or-less enduring bonds we formed with various institutions and individual workers in the field of education, in and through the work of our Extension Service Department. They visit us and we visit them. There is exchange of ideas and discussion of practical problems.

The coordinator addresses staff meetings and arranges demonstration lessons in schools. The schools can borrow books, charts, maps and models from us and many of them are taking full advantage of this arrangement. Educational experts from various fields have helped us and are still helping us in our work.

In the second year we should like to both broaden and deepen our programme of work. On the one hand, we should like to visit and be visited by more schools. We should like to have cooperation from educational experts. We should be glad to see a greater number of teachers attending our courses and a greater number of schools borrowing our educational aids. Although our conferences have been fairly well-attended,—we should like to see ever larger bodies of educationists actively participating in educational discussions and symposia.

But, even that is not enough. It is not sufficient that headmistresses and teachers should participate in seminars and conferences and join refresher courses on methods of teaching various subjects, and devices for improving school education,—unless, some at least, of the advanced ideas for the betterment of education are brought into action in the schools. Reports of some such experiments have been and are being published in the Teachers' Quarterly, month by month. But, we should like to see more schools actively engaged in modernising their institutions.

In our second year we are planning to organise workshops and symposia on more practical lines. It is sought to give weekly concrete help to schools actually engaged in experimentation with new methods. Some of the workshops will be concerned with the newly introduced curriculum of Higher Secondary schools and others with the common problems of all schools.

The defects of our system of Secondary Education are too well known to bear further enumeration. We know what is wrong, and, we have, at least, some idea as to how it can be rectified. We are all of us fully conscious of the urgency of the need for improvement. The shape of things to come cannot be brought in by the stroke of a magic wand. It must be a painstaking process, requiring time, energy and resources.

But a beginning has to be made somewhere, sometime, and by some one. Why not by us here and now? Let us then pool all our resources together,—intellectual as well as material,—and put our shoulders to the wheel in right earnest.

Thoughts On The Teaching Of Beginners

F. L. BILLOWS

(Education Advisor, British Council, Madras)

I once saw a young woman, teaching a class of girls, who seemed to think she had to ask each girl a different question, making each question equally difficult, not helping at all, testing their intelligence, etc. She asked one girl a question ; the girl began the answer, but was held up for a word. "Now think", said the teacher, "don't answer till you've thought it out carefully". This scattered the girl's wits and made it still more difficult for her to concentrate. After some minutes of silence while the girl was fishing round in her mind, getting more and more embarrassed, it became clear that her attention was wandering. The teacher then asked her why she had forgotten it and reminded her that she had remembered it the week before. This had no effect, and we sat on in silence; the class began to lose patience and furtively open their books for something to look at, or look out of the window ; a few girls began to whisper, and the teacher tapped the desk mournfully ; it was hot and the class-room airless. After five minutes the question was still unanswered and the teacher turned to another one. That same girl was on her feet for 25 minutes and hardly spoke five complete sentences. Another got up and was catechized for 20 minutes : 45 minutes had passed—a complete lesson—two girls had an opportunity of speaking and they had spent longer periods silent, searching their memories without hope or interest, while the rest of the class sat silent and frustrated. The sense of frustration for me, the onlooker, was almost unbearable ; I could not understand how the girls had been able to be so patient. Clearly, learning a language must have been, for those girls, a desert of aching boredom, a period in the timetable to be dreaded ; or else they had let their minds become so dulled that they hardly noticed that they were in school, or cared. Prison would never have any terrors for them to equal the agony of learning a language. What useful purpose was served by this ordeal by boredom ? The teacher herself thought she was being fair to the girls. Did it not occur to her that nothing could be unfairer to her girls than to dry up their imaginations, deflect their enthusiasm, wither their liveliness, dam up their fluency, paralyze their thought and condemn their minds to a lingering death from boredom, exasperation and atrophy ?

A teacher who questions rapidly, filling in the words forgotten, and repeating the question immediately to another and another boy or girl, until the answer is immediate ; then varying the question, changing its emphasis, changing the tense of the verb, gets to know exactly who is keen to learn, who can answer quickly, who needs help, who likes to answer slowly without being hurried. By allowing the boy who would like to be lazy no rest ; by never letting him feel that he can relax when he has answered a question—for he

may get another immediately—by asking the duller boys the same questions—or with very little variation—that he has just asked the brighter boys and had answered, the teacher teaches all, dull and bright alike, he involves the whole class in the activity and whirl of doing; listening and speaking he builds up in them an instinctive and natural response to speech, a close and natural relation between speech and what it stands for.

The younger a child is, when he starts learning a language, the easier it comes to him—in fact he may even learn it without being aware that he is learning a language at all. I am thinking particularly about Mangalore and what the students I have lectured to have told me about how they picked up Tullu and Kanarese, if they were Konkani speaking, or Konkani and Kanarese, if they were Tullu speaking. They did this, they say, in very early childhood, without any effort or intention at all. It is only a strain learning a language very early, say, at the age of 5 or 6 or even earlier—if it is made a burden through the parents and, or teachers, worrying or pestering the child about words and not concentrating on fact and situation. Under the age of 8 there should be no apparent teaching of the language, the language should be used in relation to play or activity of the Montessori or Froebel type. In the English Girls' High School in Istanbul there are sometimes as many as 10 or 15 different languages spoken amongst the 20 or so children in the Kindergarten class. The English Froebel trained teacher just behaves as if she were working in a school in England; she speaks only English, she gives them their tasks of drawing or manipulating and uses only English to explain what has to be done. Of course the children understand only the demonstration at first, but by hearing the same explanation with the same demonstration very often they gradually begin to understand the explanation too. With the help of the 3 or 4 English speaking children in the class and the fact that there is no other common language, the children gradually begin to speak English among themselves, yet none of them seem to be consciously aware that they are learning a language, nor do they always pay any attention when their teacher speaks to them.

At the end of their 2nd year, if not at the end of their first, they are able to enter the lowest class of the High School, at the age of 8, on equal terms with the English-speaking children. The afternoon classes on Turkish History and Language, Geography, etc., are in Turkish in the High School, so the children all get a good, fluent knowledge of Turkish too. This is not difficult for the English and other foreign children, as they play with Turkish children and hear the language all round them all the time. Most of the Greeks, Armenians and other non-Turkish people in Istanbul speak 3 or 4 languages almost equally well, and they can switch from one language to another without stopping to take a breath and many Turks, even, speak French and Greek. It seems to be the same in Mangalore; the people whose mother tongue is Tullu have to go to school in Kannarese and can understand and speak a good deal of Konkani; the people whose mother tongue is Konkani go to school in Kanarese and also understand and speak Tullu. This is little, if any, trouble to them; they seem to soak up the languages they hear round them naturally.

It is most important that we should use natural speech in teaching beginners: speech should arise from and be moulded to circumstances, not circumstances be forced into

the linguistic patterns we want to teach. Each lesson should seem like a normal conversation, in so far as it is not the natural accompaniment of whatever is being done. The Froebel type of activity lesson should be the rule for children under the age of 8, but it should also be borne in mind by the teacher of children between 8 and 11. Some of the same types of activity can very well be carried on into the older age group, in a modified form; for instance the drawing of pictures to illustrate the activities and stories they are speaking about, and certain manipulative kinds of puzzles and games. If our attention is sufficiently closely applied to activity of this kind our language is likely to be natural: it should bear the same kind of relation to the activity as the foam bears to the wave it curls out of. Then it will be compelling and naturally integrated. *Basic English*

There have been many tempting programmes for modifying natural, living English in the interests of simplicity. But this is often at the expense of spontaneity and naturalness; anything which cramps the teacher is likely to impair his and the pupils' fluency. They usually end in artificial, stilted and unnatural forms being learnt which cannot later be unlearned. The conviction that what they are learning is something for school only, that will not be current in the real world, is one that boys and girls all too easily get at school; it is all the greater delight to them when they find that their knowledge is valid, that they can understand and be understood in the world at large when they get out into it; then they will go on, after they have left school, to broaden and develop their knowledge of the language; then we shall have brought them up to something that will be of permanent value to them. For this reason everything we teach them must have the highest possible degree of usefulness. Basic English has taught us a great deal that is of permanent value in this respect; the research work that went to the devising of Basic English drew our attention to a method of estimating the value of a word more in its usefulness and its adaptability to varied uses than in its frequency in everyday English. We shall never again make the mistake of blindly choosing the 2,000 commonest words in a mechanical count of the most widely read books. There is, of course, no very easy way of selecting words from speech by statistical methods; in a book they are there to count, the book English is not everyday spoken English; in normal spoken English the words can't be fastened down and counted. Yet what we teach must be based on spoken English because spoken English is simpler than written English and is also the basis of written English. In showing us that 'seat' was a more useful word than 'chair' because more widely applicable—seats in a cinema or theatre, a car seat, the seat of a chair, the seat of one's trousers, the seat of Government, a seat in Parliament, the seat of the affections, etc., the Basic English experts gave us a new awareness of words and perhaps a new attitude to them. Probably this contribution was as much as we had a right to expect, and we must be grateful and satisfied with this; for, after having been tried fairly, widely and patiently, it is being generally abandoned as an approach to English, but not without those who tried it having been helped to a new and perhaps truer vision of language. *VR*

It was certainly rather strange that sponsors of Basic English should suppose that the major difficulty in learning a language was the acquisition of vocabulary; whereas

every practical teacher knows that the fundamental task in learning a language is the learning of the structure of the language. A few words more or less are not an important factor; content words are learnt or forgotten as they are needed or not, and—having been forgotten—are quickly learnt again when they are needed again. The forms of expression, the sentence patterns, the way in which words are used, are a different matter. They must be learnt systematically under expert guidance, unless the pupil is going to hear a very great deal of the language. In trying to manage with a minimum vocabulary the devisers of Basic English were sometimes driven to some very awkward sentence patterns, that were often much more difficult to learn or think out than a new word would have been. In fact, managing with the minimum vocabulary came to be a sort of clever trick like tight-rope walking or juggling, not quite so amusing and not much more useful. Some very lucid passages from famous books, translated into Basic English, became surprisingly woolly and difficult to see clearly, as if a veil had been drawn in front of them.

Once, when I was trying to teach with the Basic books, in about 1940, one of my pupils whom I met in the street said: "Oh, good evening, I see Tobruk has had a fall." When I told one of the Basic pundits about this he looked thoughtful and said he must sleep on it. The next day he came to me and said: "Very silly of me not to have thought of it yesterday evening: of course your pupil should have said to you: 'I see Tobruk has come to its fall'". In short, the approach to language of Basic English is an intellectual approach, over the reflective, sophisticated approach of a student delighting in the way one poor word can be twisted and manipulated. It has nothing to do with the instinctive, natural approach to language of the child or the simple, uneducated or at least unbookish approach of the sailor or technician, picking up a language through his work.

The Teaching of Social Studies In Modern Higher Secondary School

(Second Series) -

Principal J. LAHIRI M. A. B. T., Dip. Ed. (Lond) Teachers' Cert. (Cantab)
W. B. S. E. S. (Retd.)

What the Critics of Social Studies say : -

In England teachers wedded to formal methods of teaching have strongly objected to the arrival of the new subject of "Social Studies" in the field on various grounds. It is now proposed to examine the validity of some of the formidable criticisms : -

1. Social Studies is no separate subject at all ; on the contrary it is "an amorphous hotchpotch of scrappy snippets of facts with little, if any, of the basic discipline of the traditional subjects of study".—"a prefabricated synthesis". It is a rather a set of ideas that determine the selection of matter and the method of teaching of all school subjects.
2. Its sponsors make impossible claims as regards its aims and objectives which are as wide as those of education itself ! It is virtually impossible to distinguish definiteness of purpose of Social Studies from the definiteness of the purpose of education itself. Well might the sponsors of Social Studies claim some day that the whole curriculum should be integrated about one main theme, viz., the study of man in society !
3. There is no necessity of adding the new subject of Social Studies to the overburdened curriculum since basically it is not a subject at all. Modern History in Schools has become "Social History" of recent times together with some civics ; similarly, modern geography has also developed a strong bias for local and regional study and is consequently called "Social Geography" with some descriptive economics. Likewise, physics and chemistry have now become the "general science" of everyday life. Thus we see that modern teaching stresses interest and worthwhileness in constructing syllabuses and learning through activities. Besides, in modern teaching an integration of effort, thought and subject of a very high quality is taking place which is vastly superior to any forced coagulation and federation of unscientific and unhealthy marriage of subjects proposed by the sponsors of Social Studies.
4. The standards of work done by the teachers of Social Studies suffer a lot when compared to the work of teachers engaged in more formal methods of work

with traditional subjects. The methods adopted by the teacher of Social Studies make the attainment of knowledge rather "scrappy" and encourages "slovenly habits" in students who become consequently "indisciplined" in the class-room, topics in Social Studies are either "too ambitious or "too extensive" or "too far-flung in time and space to be conveniently dealt with"

5. It is unwise to muddle subjects under Social Studies as each has a different objective and point of view.

Reply to the above criticism :—

1. It would indeed be difficult to refute that the contents of history, geography, civics and science, as taught in the past, were sadly lacking in relevance to modern conditions and to the day to day experience of the modern child. The matter was dull, uninteresting and valueless. School work was, moreover, dominated by subjects taught in isolation without any relation to one another, least of all to the problems of modern society. Little attempt was ever made to let children see what were the aims and purposes of their studies, still less the value gained in helping them to understand the world of man. The fact is that Social Studies is not a mere combination of these subjects, but it includes within its compass just those elements which emphasise the essential unity of knowledge through the Project Method. As a matter of fact the subject matter of *Social Studies developed from successful project experiments*. It is a loose federation of subjects within the area of human relationships involving no denial of their separate identities of geography, history or civics or economics or sociology. A Social Studies syllabus must have to be organised in a series of fused subjects either as problems, or projects as units or topics or activities or experience.

2. When the sponsors of Social Studies say that its subject matter is nothing less than the life and work of man the world over, their object is to give a more realistic meaning to the aim of education for citizenship.

3. Every traditional school subject like history, geography, civics etc. has a specific view point, objective, mode of attack, and yet the modern world needs a subject within the area of human of relationship for social cohesion, security and solidarity in the shape of Social Studies. Thus Civics describes forms and processes of governments, History is the record of man's successes and failures and Geography makes clear man's relationship to his physical environment. All these subjects deal with human relationship. Hence the common designation given to this subject with common elements.

4. It is the teachers' job to see that standards do not fall. Under a properly organised Social Studies course children's standards of speech, appreciation and depth of work are all heightened. It is up to the teacher to see that a basic minimum of

facts is learned by every pupil after completing a unit of work or project, e.g., after a visit to the docks, boys' personal reports should be properly corrected and questions asked to ensure all the boys clinch the subject matter at issue. Topics should not be too ambitious or too extensive or too far-flung in time and space, but the entire syllabus should, as far as conditions permit, be split up into constituent Projects with formal lessons to fill in gaps. How this can be done with regard to the draft syllabus for Social Studies issued by the Government of India has been shown below. Topics should always be carefully planned and graded to suit the environment of the school, the developing needs of the children and to include the basic disciplines of the subjects involved. Children must play the major part in investigating the graded topics, reporting on them and trying to discover the social significance underlying them. The fact is that the whole subject of Social Studies is in its experimental stage and, at first, mistakes are bound to be made specially in ways of organising study.

It is therefore all the more necessary that we should face up squarely to criticisms and doubts and set our house in order. In this experimental stage it will perhaps be useful to have two groups, i.e., control and experimental groups, one with Social Studies and the other with traditional subjects of History, Geography etc., to clinch and compare the results of both the groups after the usual initial and final tests and the application of statistical formulae.

Is there noise in social studies class? When group activities go on some children will be searching through illustrative materials while others will be asking the class librarian for relevant reference books; again, there will also be others discussing a problem with their group while a fourth group is making a model as a kind of co-operative enterprise. Well, this kind of noise is no more than the noise of the busy bee-hive and this is certainly legitimate noise, far more welcome than the silence of the traditional class room with its unnatural regimen of discipline and its insistence on the sit-stillery attitude of the boys. Discipline in the Social Studies class has to be flexible and the teacher must abandon the comparatively easy role of the traditional pedagogue, with a carefully preserved distance between himself and his pupils as in the orthodox method. *This will never do in the Social Studies class.* In a class of 40 pupils, where space is limited and books and materials are in short supply, the best thing will be to divide up into, say, four groups under self-chosen leaders.

5. This criticism has been partly answered above. Social studies is not synonymous with any of its constituent subject matters or the sum total of several but it deals with common elements in all those subjects which deal with *common relationship*. *Is it synonymous with Civics?* No, Civics has to do with the study of local and national institutions and government. It may include some Civics but it has a much wider, more human and more realistic approach than Civics. *Is Social Studies, again a mere combination of two humanistic subjects of History and Geography with a sprinkling of Economics?* Definitely not. If a mere combination is attempted all that happens is that both these suffer as subjects and then the result is sure to be nothing more than "an amorphous hotchpotch" It is because

geographers as well as historians have such a distinctive point of view with practically the same objective, that History and Geography cannot be muddled together in a wooly, unfocussed and aimless manner by a mere combination. All that is needed is integration on the basis of common elements.

Why Projects are important in Social Studies :—

As explained already, (the subject of Social Studies involves learning through a purposeful project which is but one famous example of an attempt to get purpose, interest, activity and relevance to school studies in order to teach the relativity of learning. The very idea of Social Studies developed from successful Project experiments in America.

Projects are important because the interests of children are largely practical ; for they love to make, to do, and to see quick and concrete results. They are, at times, so resourceful that they will attempt almost everything, if given the opportunity. They are interested in woodwork, acting, clay modelling, serving, cooking, music, painting, gardening, writing stories etc. A Project or unit is an organised body of contents and activities designed to facilitate pupil-learning. It provides for excursions, activities and other forms of direct experience, it also contains a body of significant content which is focussed upon the purpose and not included because it is intrinsically interesting. The activities in which pupils engage in their study of a unit are equal in importance to the factual content. Indeed, without them, the content is inert and lifeless. By writing, constructing, experimenting, observing, collecting, leading, following, reciting, reporting, cooperating, discussing, reading with a definite objective in view and organising or clinching factual knowledge gained through these means, the pupil gains command of the content and reaches understanding. Some units may be long and detailed while others may be brief ; e.g., a Project or unit on wheat, food, transport, population, etc. some draw solely from history, e.g., migration of peoples and races ; some draw from several subjects, e.g., taxation, inventions. But all Projects have certain common elements :

1. A significant purpose.
2. Pupil-activities oriented to a definite end-result.
3. Pertinent materials through which to achieve that purpose and end-result.

Thus the steps in preparing a Project or unit are as follows :—

- a) Setting an objective.
- b) Planning—what to do.
- c) Activities—how to do.
- d) Content—indicated, rather than developed.
- e) Supplies—materials needed.
- f) References—e.g., maps, books, bulletins, magazines, encyclopaedias etc.
- g) Culmination—an exhibit, a demonstration or an assembly programme on a school function e.g, Parents' Day.
- h) Evaluation—by the application of tests.
- i) Final clinching of knowledge.

Values of the Project Method :—

By way of example we may analyse the gains made in carrying out a Project on the "Health of a City" (described on P. 217 of "Teachers' Quarterly" Vol I, No 4) thus :—

(A) Social Training :—

- a) Collecting information from various sources.
- b) Knowing what and how to ask.
- c) Developing a sense of leadership and professional responsibility for the work undertaken.
- (d) Developing interest in each other's work, managing group work, arts of borrowing and lending and sharing tools etc, appreciation of each other's work, value of constructive criticism.

(B) Discipline in methods of study, use of reference books for collecting relevant data, criticism of sources, checking of information received against facts observed, planning of work, developing habits of independent study, acquisition of standards.

(C) Emotional Release—pleasure in making charts (group or individual), group books (consisting of written information from visits or books), class records (completed weekly by group leaders, showing the progress of the whole Project), individual booklets ; sense of achievement resulting from the completion of a piece of work, enjoyment of freedom to work, along lines of individual choice in an informal atmosphere free from irksome restrictions and academic prohibitions ; novelty, companionship (mild adolescent hero worship and, above all, the breaking down of conflict between school work and real life).

(D) Knowledge Gained—of hospitals, clinics, factory health, water supply, housing, nutrition, refuse-disposal etc.

(E) Practice in skills—writing, arithmetic, use of reference books, training in observation, reading for information, layout, reading aloud (a creative art) while reading the individual report to class.

(F) New Interest Developed—X-Rays, a modern house, a model town, ideal diet etc.

How the Draft Syllabus can be Split up in terms of Projects :—

The syllabus-makers have made it perfectly clear that—

- (a) It is important for the schools to provide real experiences and practice in social and domestic living.
- (b) The class-room is to function as a natural laboratory.
- (c) Students should be provided conditions for the solution of real life, problems through individual and group work, activities, class discussions etc.

- (d) Most of the work should be covered by Projects and field trips. (Vide pp. 15 and 16 of the Govt. of India Draft Syllabus).

(A) Living at Home, in the neighbourhood and at School :—

- (a) How family members live together and how they meet their basic needs in life (Emphasise interdependence among members of a family, necessity for self discipline and mutual helpfulness).
- (b) How community life is organised at school in work and play.
- (c) How the family members and the school community keep well and strong.
- (d) How seasons and different climates in the homeland affect our food and clothing and how we get them.
- (e) How we collect foods that make us grow.
- (f) How members of the family travel (in town or village).

(B) Living in the Local Community :—

- (a) How the workers of the community help us.
- (b) How family members help the community.
- (c) How the community gets its food, clothing and shelter.
- (d) How the community protects its health, safety, and provides for its cultural and recreational needs.
- (e) How the community travels (in town or village).

(C) How the Local Community Develops :—

- (a) How the community obtains its supplies of water and light and arranges for its accommodation, sanitation, housing.
- (b) How the community arranges for educational facilities.
- (c) How the community protects itself from fire, accident, disease and crime.
- (d) How the community meets its economic needs in agriculture and industries, trade, commerce, transport, employment of its young people.
- (e) The study of local occupations, past and present :—pre-history : hunters, herders, cultivators, evolution of local industries of today.

(D) How the Communities have developed :—

- (a) What people live, how they live and supply their basic needs in food, shelter, clothing, transport etc. in the home state.
- (b) What educational facilities, recreational and cultural facilities exist for them.
- (c) How they help each other and how the State helps other communities in securing food, clothing, shelter, transport, education.
- (d) How other communities in hot and cold climates have developed.

- (e) How present day institutions have changed their ways of living.
- (f) How the communities solve problems arising from grouping of greater numbers such as defence, hygiene, laws etc.

(E) How People living together in the Present Age :—

- (a) How they protect life and health.
- (b) How our friends help us and contribute to our supplies.
- (c) How life in the city compares with life in the country. What workers provide us with new materials. How transportation and communications are important.
- (d) Why good government is necessary (types of government in other countries and the world).
- (e) How we should use our natural resources wisely.
- (f) How our social institutions have developed.

(F) Contributions of early man in home land :—

- (a) How early settlers and primitive men lived in India with tools in, occupations.
- (b) How the first government started in family, clan and tribe.
- (c) How river-valley civilisations developed along the banks of the Nile the Tigris, the Euphrates, the Indus, the Hoang Ho, Yobi, Yenesi and Lena (10 Projects)
- (d) How the Aryans came and lived in the Punjab and the Indo-Gangetic plain.
- (e) How Greeks lived and how they influenced our civilisation.
- (f) How Romans lived.
- (g) How people lived in Middle Ages.
- (h) How new lands came to be discovered.
- (i) How Vedic Aryans lived.

(G) The story of the Development of Our Country :—

- (a) How our forefathers lived in the age of Asoka.
- (b) How people lived in the "golden age" of India in the Gupta period.
- (c) How Islam spread to India and influenced our civilisation.
- (d) How national monarchies developed during the Sultans and Moghuls.
- (e) How people lived in the age of Akbar and later on.

(H) How the Modern World takes shape in the West :—

- (a) How people of Greece and Rome governed themselves.
- (b) How people in Europe lived in the Middle Ages.
- (c) How modern nations grew.
- (d) What explorations for trade were made by certain Nations.

- (e) How India came into contact with the West.
- (f) How people in Britain lived a democratic way of life.
- (g) How the French, Industrial and Agrarian Revolutions took place and affected life etc. (Ten Projects)

How to carry out a Field Trip, local or regional study or survey as a part of a Project :—

Local study is, as we have seen, a part of Social Studies,—usually, the beginning. We make a start with the child's immediate home environment as we do in Geography or History, which makes Geography or History very real to the child. Local history serves or is a part of the child's study of man in his environment. When, however, the local idea is brought into organic relation with the whole process of human history with the help of a chronological outline, it has its recognised place in a scheme of Social Studies. Such a study should begin as an adventure, a voyage of discovery in which teachers and pupils are partners at first almost wholly ignorant of what their researches will reveal. Both are better for first hand experience and the facts learned in this way by the pupils are seldom forgotten. It is better for the teacher to plan ahead and make a preliminary examination of local sources of information before embarking on the scheme. Local studies generally begin and end with a map or a chart on which is recorded the results of the pupils' observations and enquiries.

In the lower secondary school the term "local study" is almost synonymous with Social Studies. The material (which should be the immediate locality) will depend to a great extent on the special features of the neighbourhood. In this way more topics can be covered simultaneously giving the children unlimited time for research and providing real purpose in their expression work when they have the opportunity of presenting their data to class. Group work gives the children real community experience. A spirit of cooperation, tolerance and self-discipline develops naturally every time a child selects plans and organises his own group activities. It is suggested that each school should have an Explorers' Club which will coordinate and integrate discrete materials collected by local surveys. Children should complete surveys of local roads, bus routes, homes, shops, public buildings as members of the Explorers' Club, forming groups according to their own interests—some industrial, others rural, but each covered by the all-embracing scheme, "Man and his ways of living." Visits may also be paid to the local surveyor's office, pumping station, sewage works, factory, railway station, farm etc. Moreover, a police inspector, a railway fireman and bus driver can be induced to visit the school. In this way the neighbourhood of the school must be used as an educational laboratory thus stimulating the interests of the boys with subjects with local interest to such an extent that they will seek of their own free will to obtain facts relevant to this and kindred subjects.

How to organise a local study or field study or survey? The first thing is the choice of an area which should be covered by the homes of children of middle school age. The next step is to duplicate a supply of outline maps, the scale of which should be big enough to show in simple outline the roads, streams, railways, footpaths for a radius of about a mile round the school. The next thing is to cyclostyle a list of data which should be fairly

representative of the environmental and human factors interacting to shape the community life of the area proposed to be studied, *e. g.*, plant life, geology, surface relief, prehistory, history of the locality, economic and social development, cultivated land, factory, industries, transport, shopping areas, postal services, housing, medical aid, schools, clubs, parks, societies etc. The finished map should be exhibited on the wall. When the survey is finished, the following points should be clinched in formal class-lessons :—

1. Industries and social services.
2. Communications—tracks, roads, railways, neighbours, local and national associations.
3. Geographical aspect—soil, geology, weather, river etc.
4. Biological aspect—streams, animals, birds.
5. Historical aspect.

All these should ultimately be pooled together in notebooks, models, charts diagrams, specimens collected for the school museum, photographs etc. In a fairly large class where the group system is used, separate enquiries conducted by the groups should be coordinated in class lessons so that the whole class may know all about the whole investigation before the data are finally plotted on the large map or otherwise dealt with in the manner suggested above.

A few important topics are suggested for local or field study or survey :—

1. Local Government.
2. Public health (birth, death, movements of populations etc.).
3. Water supply.
4. Lighting (Street, domestic, electric, gas etc.).
5. Administration of justice (visit to the courts.).
6. Housing (old and new, rents, rates and taxes).
7. Police.
8. Protection from fire (visit to the fire station).
9. Education.
10. Libraries.
11. Entertainments.
12. Social amenities such as parks, playgrounds, public halls etc.
13. Shops and shopping.
14. Occupations of people, wages etc.
15. Historical monuments.
16. Local industries (raw materials, distribution of finished products).
17. Farm study (types of crops, farm animals etc.).
18. Flora and fauna.
19. Topography (weather observations).
20. Post office.
21. Communications.
22. Transport (trams, buses, horses, bullocks, aircraft.).

23. Relation of area to the rest of the country etc.

A simple scheme for local or field studies, or surveys is given below for the use of teachers.

A simple scheme for Local Studies for Juniors :—

- A. Age group—11-12 years. Main topic. Family life. (food, clothing, shelter) :—
 - I. Food—
 - a) Animal—source—shops, dairy produce, local farms, marketing.
 - b) Vegetable—own garden produce, market gardens, farms, marketing.
 - c) Processed—vitamins, medicine.
 - II. Drink—Water supply (wells, rivers, reservoirs etc.).
Other drinks (sources of tea, coffee, cocoa etc.).
 - III. Clothing—sources of materials of childrens' clothes, local shops, local industries, history of clothes.
 - IV. Shelter—Present homes (advantages and disadvantages). Essential services (water, light, heat, sources).
 - V. Use of leisure—amenities available.
- B. Age group—12-13 years. Main topic—connection of family life with villages, town or city.
 - I. Food and Drink—cleanliness, food inspection, food shop regulations, weights and measures, pure water supply.
 - II. Clothing—control of diseases, pests etc.
 - III. Shelter—Housing schemes of building societies or the government.
 - IV. Amenities—Parks and gardens, playing fields, concert halls, cinema, radio.
 - V. Transport—Roads, railways, buses, horses. The movement of goods.
 - VI. Protection—Police and fire brigade.
 - VII. Local government—How it works, what happens to rates and taxes.
- C. Age Group—13-14 years. Main Topic—Our Country and the rest of the world.
 - I. Food and Drink—Exports and imports.
 - II. Clothing—world trade (Connect up with things in the local shops, traders' yards, petrol pumps etc.).
 - III. Lives of the people—Discussion through newspapers, films and broadcasts. U. N. O. and all that it implies.

Five Achievements of a local Survey :—

- a. Industries and social services.
- b. Communications (tracks, roads and railway). Neighbours (local and national associations).
- c. Geographical aspect (soil, geology, weather, river).
- d. Biological aspect (woods, fields, animals, birds).
- e. Human interests (historical) events, personalities.

All these may be pooled in note books, displays, models, charts, diagrams, specimens, photographic prints etc.

A simple Scheme of Field Survey for Seniors :—

- Step 1. a. Farm visit—arable cultivation, machinery used or by traditional method, tillage.
 b. Vegetation—insects and animal life.
 c. Soil survey—collection of samples for analysis in a government laboratory.
 d. Free study—coniferous evergreens.
- Step 2. a. A stream—catchment area, source, pond life and insect life (butterflies and moths). Aquatic plants, fish.
 b. Farm visit—weeds and cultivation, reclamation of waste lands, irrigation problems.
 c. Free study and soil survey geology.
 d. Wild flower study—flower competition, collecting and recognition.
- Step 3. a. Farm visit—rotation of crops, animal husbandry.
 b. Pasture—pastured land, weeds of pasture.
 Free study—undergrowth and tree groups, economic use of timber, tree-diseases and their remedy, spraying.
 c. Animal and plant ecology of a copse. Plant parasites and fungi.
 d. Bird watching.

At the highest level, i.e., in the higher secondary stage (i.e. age group—15 to 17 years) regional surveys may be undertaken. Such surveys are designed to show underlying unity behind geography, nature study, mathematics, history, civics, drawing and creative composition. Some may like to explore the industries, some the characters of local people, others, the geographical or historical or housing layout according to subject preferences of the children. Girls at this stage may be interested in home science, nursing, leading to a survey of public health, others in the provision, preparation and distribution of food etc. A typical example of a regional survey may be given here :—

A Project on the Regional survey of a Village for Seniors.

The Plan of the survey.

A. The scope of the Project :—

A topographical, historical, industrial, political, social, religious, educational and economic survey of a village.

B. The General Method of operation :—

1. The teacher should give an introductory talk outlining possibilities. This should be followed by a preliminary visit to spy out the land in a general sort of survey.

2. At this stage the class should be split up into small groups each of which is to take up some aspect of the survey, e.g., agricultural group, industries group, essential services group, housing group, communications group, occupations group etc.

3. The next step is to organise visits, sometimes of the whole group, sometimes of committees to various places of interest for the collection of information and material.

4. The groups should now take in hand the preparation of maps, charts, diagrams, reports, sketches, models and photographs for the various aspects of the survey as a kind of cooperative enterprise.

5. A general population survey with stress on the political, social and leisure-time activities may be attempted from the house to house data collected.

6. At this stage, the various "threads" should be built up into a coherent whole by means of an exhibition of the results of all the work done.

C. Preliminary Organisation :—

During the first lesson the scheme on the above lines should be outlined to the class and the following committees formed and meetings held to make rough plans—topographical and historical, industry, occupation, religion, communications, essential services and general. The chairman of the committees should be the class teacher. After the formation of the committees the rest of the children should be given a free choice according to their personal interests, the members of each committee being apportioned according to their importance.

D. Assignments for Committees :—

1. Topographical and historical—Location, growth and development of village and population, places of historical interest, recent housing schemes (if any) to be expressed by a series of maps, charts, diagrams, photographs.

2. Industry and Occupation :—Factories, trades, farms, contact with the outside world regarding raw materials and exports etc.

E. Exhibition Lay-out :—

Each section or group should produce a panel setting out its work in orderly fashion and the whole should be mounted on large sheets of card board. The panels should be as follows : History, Industry, occupations, religion, essential services including education, model of the village, diaries or note books or reports or graphs.

Educational Value of a Regional Survey.

1. The great spur to discovery is interest, so a great deal of knowledge is gained and such knowledge is permanently retained.

2. The inter-connectedness of this knowledge acquired at first hand is fully realised. It is thus clear that a social studies lesson can be used as the core and synthesis of all humanistic studies at school achieved through correlation and Projects.

3. Pupils make their own discoveries. So by carrying out such surveys as parts of the Social Studies course we help pupils to realise that civic interest in the outside world is within the capacity of nearly everyone, and we are also giving birth to the possibility that this kind of interest, which has a civic as well a personal value, will be transferred and carried into adult life of the future citizens.

4. Such a survey has also a great psychological value for adolescents in that, through it, they can acquire confidence in confronting the world of work in which they will soon find themselves. It is grand to have a good job to do with one's own hands and be left alone to get on with it. This is a lot better than listening to the teacher's talking about such things or reading about it from a book at second hand.

A few Typical Projects on Social Studies (Minor and Major)

A. "Home Project"

1. History—"Homes through the Ages" (development of housing to keep pace with human needs).
2. Art—designs, pictures, patterns, pottery etc.
3. Crafts—domestic textiles, home hobbies.
4. Geography—countries of origin, timber, iron, wood, silk etc.
5. Science—fittings, gas, electricity, wireless etc.
6. Mathematics—design, calculations, volume, area etc. costing, accounts.

This topic should be introduced by a visit to types of houses in the home region. In the follow up class lesson. discussions on the advantages and disadvantages of new houses should be compared to old, amenities of houses provided in them, viz, water, electricity, indoor sanitation. Visits may also be organised to water works, gas and sewage works, electric works. The question of payment for public services through the rates and taxes and methods of assessment should also be discussed. A filmstrip of housing through the ages may also be shown. After this, groups of boys or girls should prepare their own booklets and lend a hand in the making of a class frieze on "Housing through the Ages."

B. A Specimen Project on "Food" (General outline of ten units of work).

- Group (a)
1. Items on the family breakfast table.
 2. Who supplies them?
 3. Sources of our food by countries.

This group working on the above may collect food labels, cartons and advertisements. After this, the children may visit the market or store and collect necessary information which should be displayed on a map of the world. Pictures of the life of the farmer may be collected, models made and countries of origin of the food should be plotted on the map. A diagram may be made to illustrate, for instance, the "Story of a cup of tea" thus:—

1. firewood from jungle, 2. water from town water supply, 3. milk from cooperative society or milk colony at Haringhata, 4. tea from Darjeeling, 5. cup and saucer from Japan, 6. Tea-pot from Calcutta, 7. spoon from Czechoslovakia.

Group (b).

1. Transport of food (Draw diagram showing long journeys of different items to the home.)—past and present.
2. History of food and transport (Make a chart or model).
3. Methods of food presentation and preparation (canning of fruits) and eating.
4. Food values and human nutritional needs. A dietary scale may be drawn up based on the latest food researches. (Make a chart showing the calorific value of food or a balanced meal.) A puppet or dumb show of vitamins may be dramatised. Posters may be made for display.
5. The cost of food and its relation to the family budget based on household bills and actual house to house data collected (Make diagram.).

Points for a chart on "Balanced Meal".

- | | |
|---------------------------------|---------|
| 1. Dal (pulses) | — 2 oz. |
| 2. Fish | — 3 oz. |
| 3. Mustard oil | — 1 oz. |
| 4. Tomatoes and fresh vegetable | — 1 oz. |
| 5. Onions, potatoes and roots | — 5 oz. |
| 6. Minerals | — 2 oz. |

Points for making a chart of "Family Budget" in a circle form.

1. Rent, rates, taxes.
2. Food.
3. Transport.
4. Education.
5. Clothes.
6. Entertainment.
7. Savings.

Group (c).

1. How we can have more and better food with higher calorific value. The state's duty in this behalf.
2. World interdependence and a world food policy by U.N.O. (Reports and statistics will have to be studied and diagrams drawn. A graph showing the Government of India's food subsidy to lower down prices may be drawn up).

C. Planning a Project on Farming :—

Outline of the Project.

1. Farm visit—A visit should be organised to give children practice in field work, observation and reporting.

2. Use of the visit to help children to understand farming (then and now). Children should make booklets on "Life of the Farmer" or a farm worker or "Round the year on a Farm" from data collected.
3. Contrasts in farming in other lands, e.g., England, South China (intensive farming), Canadian Prairies (extensive farming), Farming as envisaged in the Second Five Year Plan period.
4. Contrasts in the past :—
 - (a) Neolithic farming—the first farmers after man's conquest of the vegetable kingdom.
 - (b) Farming in later times in India and in England.
(11th Century Anglo-Saxon Manor)
 - (c) Pioneers of new farming in the 17th and 18th centuries.
 - (d) The Agrarian Revolution and Farming.
5. Present-day farming among typical world community.

Let the class visit a typical modern farm where the farmer shows the children round and the children note modern equipments in spite of difficulties of small holdings and collect answers to questions by teacher on tractor, elevator, spraying with chemicals, harrowing, fertilising, ploughing and such other farming processes (then and now), chief farm crops, farm animals, general layout, implements (old and new), crops raised etc.

Summary of types of farming to be clinched by class lesson.

1. Intensive—for subsistence (getting the most out of the land, small-sized farms, family lives) e.g. China, India, Japan, Parts of Africa (where farmers are very poor with small holdings).
 2. Extensive (farming for profit, especially grain or cattle, great fertility, high degree of mechanisation—10,000 acres or more) e.g., Canada, Ukraine, U.S.A. Middle West, Argentina, Australia.
 3. Plantation crop (e.g., sugar cane, rubber, tea, cotton, tobacco). Tropical and sub-tropical regions (Find out on the map).
 4. Mixed farming (balance of arable and pasture) e.g., Britain, W. Europe, N. E. America.
 5. Dairy farm especially near big cities of population, e.g., Bombay, Calcutta, London.
 6. Fruit farming—California, South Italy.
- D. "Road Transport" as a Project.

1. The first step is to construct a model transport in the Manual Training Workshop from a toy model or sketch on the black-board in six stages—chassis, axle supports, wheels, assembly of wheels, cab and radiator and decoration.

2. The next step is to arrange school visits to workshops in which different forms of road transport are being made and to collect data for booklets on 'modern modes of transport'.

3. The third step is to study relevant references and literature for a thorough knowledge of modes of transport through the ages :—

- a. Egypt—slaves handling heavy stones, timber, by means of wooden rollers to make pyramids.
- b. Rome—ox-cart, chariot, Roman litter along extensive Roman roads.
- c. Mediaeval times—heavy carts without springs, Mule and horse carriage without springs, Trains of pack horses.
- d. Elizabethan times—stage coach, spring coaches, turnpike and toll gates.
- e. Corresponding stages in India—palanquin, litter, ox-cart, chariot, horse-carriage in the time of Sher Shah etc.
- f. Times of Macadam and Telford in England—improvement of road surfaces.
- g. Ages of coaches—1770-1830—highway men attacking coaches—collect pictures, stories from Dickens etc.
- h. Horseless carriages (19th century), steam omnibus, bi-cycle, petrol driven car (1875).
- i. Modern high speed haulage—part played by diesel engines—racing cars.

4. The fourth stage is the construction of a frieze on "Road Transport" in three colours, making of models, booklets and note books.

(To be continued)



Spoken English In Schools

MANJU ACHARYA

Whether English should be left out of the School curricula, is no longer a question worth discussing. It has been practically admitted on all hands that schools should help learners to acquire command over English, especially over spoken English, so that they can express themselves fairly well in all situations. As English is needed for international communication, this becomes all the more important.

Text books based on learned and literary English are no longer suited for our present-day needs in India. We have tried indifferently for decades to implant English ideas and culture in the tender minds of our children. The only result has been a gradual deterioration of learning. The fall in the standard of English in schools has been alarming, it is well-known. So long as the medium of our instruction was English, it held a prominent position in the curriculum, and stereotyped attempts were made to learn and teach good and correct English. Higher education then virtually meant efficiency in English.

Regional languages as media of instruction have, however, ousted English from its place of pre-eminence. Consequently a steep decline in the standard of English taught has become noticeable everywhere. It would be surprising if any pupil of the topmost class in school could express himself correctly in English.

How to teach English to our young learners has remained a baffling problem with us in India. This is not, however, a typically Indian problem; all other countries where English is taught as a foreign language, also face the same difficulties as we do. They all have to try to find out a correct and quick way to solve the problem of teaching and learning English. We, in India, searching for a suitable method of teaching English in schools, have come to the conclusion that English should serve utilitarian rather than cultural purposes. Lessons based on English environment, say descriptions of English village, English weather, or English society; of poems written by English poets on typically English situations, are less useful than conversations based on every-day life of the children, and on general topics of current interest. What Indian children need is a special kind of English with a minimum of English background. English text books based on regional backgrounds could be good substitutes. It will not be difficult for children to learn them, as they will be able to imbibe English through direct perception of familiar things and their English equivalents in words. Since we want to learn English so that we can use it for practical purposes, the form of our practical English should be more or less like the form of Hindi used for utilitarian purposes.

Naturally, we have to adjust ourselves with the new situation and work out a plan that suits well the changed condition and improves the standard of English actually learnt and capable of being learnt.

The translation method of teaching English is now being discarded. To eliminate the intervention of the mother tongue various methods have been adopted, amongst which the Direct Method and the Structure Method have gained ground. Responsibility lies with the teachers in the main to create an "English" atmosphere or at least an illusion of it in the class room, without however making it too remotely foreign and forbidding.

Correct pronunciation is one of the most important things in teaching spoken English. The teacher's own mode of speech must be good and he or she should have some amount of knowledge regarding the nature of speech, so that he or she can correct the errors in the accent, tone, and sound of the pupil's speech. Little children can easily pick up spoken language. If a child is taken to a foreign country, we find how quick he is to learn the language; there, he learns much better than his parents because of an inhibition of the mother-tongue for the timebeing. If we, the teachers, can check the intrusion of mother-tongue between the English word and its meaning, if we can create a sense of realness and rouse interest in the class, our teaching will be effective.

It is common amongst Indian children, especially amongst Bengali children to commit some peculiar errors in pronunciation, regarding stress, tone, or sound. They have a tendency to stress towards the end of a word as we find among the French. From the very start, the children should learn how to pronounce a word with proper stress. To neglect the stress is to neglect the very genius of English; as to neglect the long vowels in Hindi, as is done by non-Hindi speakers,—is to spoil it. If, instead of saying *larkine* *kahā*, the non-Hindi speakers say, *larkine-kaha* just as in Bengali, it will inspite of being correct grammatical form (specially correct gender-use) sound exotic.

Wrong pronunciation is, in the main, a result of imperfect word-stress. In the English language, stress generally lies on the first syllable of words or sentences. If children are not aware of this they naturally will pronounce in their own flat way, just like their mother tongue, and will try to pronounce by putting stress according to the meaning. Thus they often pronounce *in-crease* (noun), and *re-concile* wrongly as in-cre'ase, and re-con-ci'le. Words ending in '-ly' are also wrongly pronounced with stress towards the end.

Indian children have a tendency to widen the vowel sound-s longer, and in doing so, split a mono-stressed word into two halves of equal stress. So *pa'per* becomes *pa'pe'rs*, *di'stance* becomes *di's-ta'nce*, *go'odness* becomes *go'od-ne'ss*.

They have also a tendency to stress the last syllable of words ending in "ude", "ise"; e.g., "*pro'secute*, *gra'titude*" "*e'xercise*" "*re'cognise*" are pronounced as "*prose-cu'te*" *gratitu'de*, "*exerci'se*, and "*recogni'se*". Similarly, some compound words, which have only one stress, are wrongly pronounced as double-stressed.

Thus *a'ppletree*, and *m'idnight*, are pronounced as *a'pple-tre'e*, and *m'id-n'ight*.

It is the teacher's duty to train childrens' ear to correct pronunciation. Language should be practised before it is actually used. First of all, we require ear-training, i.e., listening, then, eye-training. i.e., reading. The task need not be too frightening to the teacher; he or she should not also be too fastidious. Long practice and efforts will bring correct English tone and accent, which, however, we cannot expect from each and all. But the teacher should try all means to bring an English flavour inside the class room. The children must listen and prrctise words and sentences, which, at first, will seem to them strange and unfamiliar. After repeated practice they will be able to connect words with ideas, and real sense will dawn upon them. Language-teachers should always keep in mind that whatever they are going to teach, they should connect with the present and immediate things. The teacher can arrange the work in the form of games, dialogues or plays, and can create a sort of make-believe in the class. For the younger children, these are all right, but difficulty is with the older groups. They have lost easy belief in unreal things or in class-room games. In such cases, lessons should be connected, as far as possible with immediate interests. A sense of realness will draw the children and they will readily give themselves in and there will be little or no difficulty in securing their active cooperation.

Besides "stress", the children should also be taught 'intonation', i.e., speech-melody, through constant practice. It is not what we speak but how we speak that counts. Through repeated conversations in the class, the teacher will give the pupils an idea of correct intonation; otherwise, the speech would be monotonous. The conversations should be based on familiar things, say, a birth-day party, picnic, joyride, applying for a post, interview with a famous poet or a dramatist, getting information from Refugee and Rehabilitation officer or from the enquiry office of the Eastern Railway, telephone conversation between friends, putting a particular phrase in conversation, etc. Intonation concerns the whole sentence or run-on sentences. When we speak fluently, we donot put stress at every step, rather, we develop a total pitch pattern of intonation. If the intonation is right, stress often does not greatly matter, for, the effect remains English still. But if the intonation is wrong, the effect, inspite of correct stress, is not English. For example, in "*I've lost my handbag*" she said in distress, we have the pitch pattern which rises to maximum in *lost*, and then the voice maintains a certain pitch up to *hand*, after which there is a quick glide to a flat succession to the very end.

Spoken language is not distinct and isolated words that come to our ears, syllable by syllable; it is like streams of words having occasional rise and fall, and certain curves. The catenation of sounds, i.e., interlinking each sound with the next to make a rapid sequence without faltering, has to be practised.

We have discussed speech-accent and speech intonation. Now we should add a few words on speech sounds. It is not possible to discuss the entire field of English vowels and consonants and their peculiarities. Only a few are being given here for the attention of teachers. Spoken English will yeild a lot of its secrets if the teachers are careful about its

peculiarities :—(i) The S at the end of the possessives, plural nouns, and singular verbs are generally pronounced like Z, e. g. *bird's eye* (budzai), *years ago* (eazago), *lives* (livz), *fields* (fildz), etc. (ii) In our Indian languages, there is no corresponding sound for the English S in *measure, leisure, pleasure*, etc. this is generally confused with the J sound in *join* or Z sound in *Zoo*. Practice in J, Z and near J sound is very important at the early stage. (iii) The silent R at the end of the words and before consonants should be clearly demonstrated as in *fair, pair, bird, port, of course*, (ov. & koz). (iv) The effect of catenation in fluent speech is clear in the following examples :—*who is there?* (huzthea), *when is he coming?* (wenzikming). Similarly, *has* is almost reduced to Z as in *Who has been here?* (huzbinhia), *What has he done?* (wotzidun). In fluent speech *what are you doing* often becomes, 'wotru duing' and even 'wotiuding'.

As things stand now, spoken English has got the least possible prominence in our school curriculum; only reading, writing and a certain amount of speaking ability, though faulty, serve our purpose. Our educational system depends too much on book learning. In the School Final Examination, there is no room for oral test. The result is that, in most cases, even the pupil who has come out first in the examination cannot express himself clearly or correctly in English.

In the present changed context the teaching of English in schools should be more or less the teaching of spoken English. The curriculum should provide sufficient scope for spoken words rather than written ones. Gradually, our educationists are realising this and are experimenting upon methods of teaching English. Many eminent educational authorities have supplied us with valuable suggestions through articles and speeches. A refresher course for the teachers of English was held under Mr. Bruton last year, and another course is being held under the joint auspices of the Extension Services of the David Hare Training College and the Institute of Education for Women, Hastings House. The British Council also holds a refresher course for teaching English. Mr. Billows, British Council Education Officer for the Madras Region, very recently, gave a few demonstration lessons on the structure method. He demonstrated how to work on the English language in making the simplest and most essential speech patterns familiar to the children through repetition. Children should, first, be taught through the ear. The teacher, he stressed, should speak, and at the same time, try to get response from the children. The speech pattern should be based on the natural situation of the classroom, and no reading or writing should be introduced in the beginning. No translation should be allowed, except in unavoidable cases, and in those cases also it should be very brief and incidental,—just to give meaning or to test comprehension.

The basic fact behind all these new experiments in methods is that the old, learned English is going to yield ground to the more familiar spoken English. Our endeavour should be to bring about this change by changing the emphasis, the method and the curricula of the learning and teaching of English.

Some Thoughts On The New Syllabus

KALYANI KARLEKAR

At the first glance the new syllabus for higher secondary schools seems to be over loaded. It was relief that the teachers had wanted and not the addition of still more subjects. Many people, actively connected with the present system of secondary education, can nostalgically hark back to those good old days when one could pass the Matriculation Examination with four subjects only. English, the mother tongue, a classical language and Mathematics were the compulsory subjects. If one wished one could take Mathematics and Sanskrit again as optional subjects and get away with it. If one wanted variety, there was a larger number of subjects from which one could choose according to taste and aptitude. There were History, Geography, Commercial Geography, Mechanics, Book-Keeping and Business Correspondence and so many other subjects to select from that the Matriculation course itself was a sort of multipurpose scheme from which any two 'purposes' could be taken up. And can it be denied that the standard of the Matriculates was higher in those days ?

There was however, a snake in the grass of the examinees' paradise—one could do brilliantly in the examinations and yet remain a learned fool. The sad lack of common sense and general knowledge in candidates for the highest civil services led to a swing of the pendulum in the opposite direction. Against four compulsory subjects there came to be six and there was only one choice subject which was not only additional but also optional. The result was disastrous. The learned fools could think their own thoughts—may be in narrow grooves—, but the modern all-rounders are slaves of the rote. Change was clearly indicated and, hence, the present curriculum.

The syllabuses for the new higher secondary schools drawn up by the A. I. C. S. E according to the directive principles and outline given in the Mudaliar Committee's Report have been adapted by the Board of Secondary Education of West Bengal. It has a broader outlook than just answering the question raised above and is intended to provide a suitable education for the people of a free and democratic country. There has been a great deal of discussion about the aims of the present reorganisation of secondary education and it may be sufficient here to take up just four broad aspects as reflected in the new syllabus.

Firstly, it intends to make secondary education more balanced and general. Secondly, it wants to build up honest, alert, responsible citizens and well developed good men and women. Thirdly, it proposes to raise the standard of secondary education to a level which, on the one hand, would remove the necessity of the extra Intermediate studies preparatory

to graduation courses or other higher studies and, on the other, would make it a sufficient education for life and avocation for the large masses of average boys and girls of the country and save the additional expenditure of college education for them. Fourthly, and arising out of the third aspect, variety in unity is being offered. Secondary education, in this country of teeming millions, is bound to achieve massive proportions and is already doing so. Attempt, therefore has been made to make it serve the purposes of all strata, and types of the people involved. The choice is to be made at the age of 14.

The question is, now, whether these syllabuses fulfil the above broad purposes and the best way of seeking the answer would be to think out our approach in putting it to actual practice.

The curriculum has been divided into four sections, but can be divided into two broad parts for practical purposes, i.e., the first part, comprising of sections A, B and C, as the skill giving and character-forming part and section D as the second, vocational, professional or academic part. The first part will train the acquirer of knowledge, the man and the citizen while the second will educate the future big and small producer, wage earner, executive, scholar, scientist etc. This is, admittedly, an oversimplification but will serve the purpose of the present discussion.

Taking the different sections separately, under the broad principles stated above, the following suggestions can be made :—

A. In the language section, the mother tongue may be taught both as a skill and content subject and English and Hindi as skill subject only. There is a clear anomaly, unlike the recommendations of the Mudaliar Committee, in the approach to languages which are taken mainly as skill subjects without provision for laying the foundation for higher studies in language. This question however, will not be taken up here as it deserves separate treatment.

B. Craft should be taught not so much as a skill subject as for a balanced cultural and character development and an appreciation of the dignity of manual work.

C. The "Core" should be taken as providing training for unbiased rational thinking, development of character and citizenship. It should also be used to provide a broad general ground of education as against over-specialisation and may be taken as a skill group as giving the pupils the power and teaching them process of acquiring knowledge.

D. The selective or the learning and instructive group should be approached somewhat differently not only as training for employment but also as the grounding for all types of university and higher education.

At a recent meeting of the Senate of the Calcutta University, which adopted a resolution for the introduction of three years' degree courses it was also resolved that the

point of view of the University should be sufficiently represented in the field of secondary education, specially in the matter of its curriculum. This is justifiable in view of the fact that the best of our pupils will continue to go to the universities, but, at the same time, the facts that about six times of the boys that go to the universities should finish their education here and that one of the aims in the planning of the higher secondary stage was to stem the mad rush of unsuitable elements into the universities should not be lost sight of. Things required for laying the groundwork for university studies may not be required by the majority who would constitute the bone and muscle of Indian democracy. It may be suggested therefore, that the point of view of the University should be given full play in the curricula for the elective groups leaving the planning of the first three sections in the hands of personnel trained to deal with secondary education.

An example may be cited, ie, the teaching and evaluation of the 'core' group should not be oriented to teach history, civics, geography, mathematics, physics, chemistry etc. The selective groups of subjects are there for that purpose and pupils should be tested and guided to take up such subjects from those groups for which they are properly suited. Provision should be made to meet the needs of late bloomers and late changers to sit for later single-subject examinations (as is permitted under the present system) to enable them to change over. The training in the core group may facilitate such changes but it would be unwise to orient the teaching of this group so that it can serve as a pivot for transfers. This peculiar use of the core group has been suggested to solve the problem of such schools as have been upgraded with 'Humanities' only. It is expected that such unilinear upgrading is just a temporary expediency which, given any sort of permanence, may become the rock to wreck the ship of the whole multipurpose scheme. In this expectation it is suggested that, though measures should be adopted for relieving the difficulties of such schools, it should not be by hanging the nature of the core group to substitute it for courses of studies in the selective groups.

Then we have to think of examinations, for the testing stone for all teaching at every stage of our education is the final public examination at the end of it.

The School Final Examinations of West Bengal stand as the stonewall of frustration for the youthful aspirations of many. Failures run to tens of thousand every year and even those who manage to pass donot get a fair deal on account of the heavy premium put, by examiners, on verbal reproduction of cram-book answers. Heads of institutions are afraid to introduce modern methods of teaching lest that should spoil the pupils' prospects for examinations. It is true that there is a whisper of change in the air, but that would take some time yet. Meanwhile, one should try to retrieve as much as is possible from the grasp of the Leviathan.

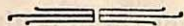
In view of the approach to the curriculum suggested above it is difficult to see how the subjects of sections B and C forming the training and development part of the curriculum can fit into the scheme of the present system of examinations. The Bengal Women's

Education League, at its Annual Conference, held in February, 1957, has passed a resolution suggesting that the 'core' part of the curriculum should not be subjected to the School Final Examinations. The Head Masters' Association of West Bengal has passed a resolution at its conference held in March, 1957 suggesting the exclusion of the second language, craft and the core subjects from the purview of the examinations. The teachers of Social Studies at a recent training camp at the David Hare Training College were overwhelmingly of the opinion that pupils cannot be examined on this subject in the traditional way and should be evaluated internally.

Arguments have been offered for and against examinations. They are too many to be included in the present article but the opinion that the whole curriculum for the higher secondary schools cannot be made subject to them without detriment to its stated purposes is steadily gaining ground.

To these may be added the clear assurance of the Board of Secondary Education of West Bengal that the load of the new School Final Examinations will not be higher than the present Intermediate Examinations. This can be interpreted to mean that English, the Mother Tongue and the three or four elective subjects only will be open to them.

Viewed in this way the curriculum is practicable, taught by modern methods, it may become lighter than the present narrow, academic School Final Course and, given these two things together, the reorganisation of secondary education should be able to achieve its stated aims.



"The main lines of a curriculum should emerge from a consideration of the needs of children at different stages of development, in relation to the conditions of society in which they live today and the society of tomorrow in which they will live as adults."

The Content of Education—

Interim Report of the Council for Curriculum Reform

History Teachers !!

SADHANA GUHA

Is History really so dull and dry
To make children hate it and not try ?
Well, look up the new book of pharmacology
And add a grain of so—cio—logy.

If that does not the mixture sweeten
An ounce of Geography must be taken,
And com-pound-ed in such a way
That it makes the children sway.

For those allergic to this doze
Add a bit from Poetry or from Prose,
And if you're good enough
Maths you might mix, though the job is really tough !

But what device will you follow
To make the children the mixture swallow ?
Remember, dry lectures will not do
All the five senses must be appealed to !!

If my advice you will take
History the children will never hate,
Change the present into the past
And you'll see how the impressions last !



REVIEW

General Mathematics in Secondary Schools

LATIKA DASGUPTA

In the draft syllabus issued by the All India Council for Secondary Education, Mathematics and Science have been included in the core curriculum. The Mathematical portion consists of Five Units :—

1. Arithmetic.
2. Statistics.
3. Algebra.
4. Geometry,
5. Mensuration.

On this basis a syllabus has been issued for classes IX & X by the Board of Secondary Education, West Bengal. The new elements that have been included in Arithmetic are Compound Interest, Problems on Income Tax, Foreign Exchange Draft and the Metric System. Inclusion of Statistics is a new idea but only a few elementary processes have been selected. The syllabi in Algebra and Geometry are more or less the same as before. Mensuration has been included just to give some ideas about measurement of common solids and surfaces.

It has been the opinion of many that for pupils whose disability in Mathematics is established beyond reasonable doubt, it is not desirable that they should devote the same attention to it or cover the same ground in the same way as those whose interests and needs justify Mathematics as an important part of their school course.

We have to remember, however, that our aim should be to establish for all at least a ground work of Mathematics necessary for every-day affairs. Today we cannot ignore the influence of Mathematics upon life. This is the age of machines. The production and distribution of every necessity or luxury partly depend upon the technical sciences which owe their perfection to their exact mathematical basis. *Hogben* has rightly said that 'Mathematics is the mirror of civilisation'. It is indeed no exaggeration to assert that our whole modern civilisation owes its peculiar stamp indirectly to Mathematics. Engineering architecture, navigation, surveying etc. are more or less based upon mathematical foundations. Astronomy

Physiology, Physics, Chemistry, Geology, Economics,—all use mathematics. Wherever we turn in these days of iron, steam and electricity, we find that Mathematics has been the pioneer and guarantees the results. Mathematics in its pure form as Arithmetic, Algebra, Geometry as well as Mathematics applied to matter and force and Statics and Dynamics furnishes the study that gives to us whether as children or as men the command of nature in its quantitative aspect.

It is therefore that an acquaintance with the fundamental facts or methods of mathematics seems to be necessary for general culture. A science that is closely interwoven with the most mental achievements of the race and that is found in all civilisations, cannot be ignored by man of culture. A person unfamiliar with the elements of mathematics cannot fully grasp the simplest facts of nature and the accounts of the wonderful discoveries and inventions of our time.

The opinion that special mental qualifications are required for the apprehension of Mathematics of Secondary schools, has been abandoned by those who have had much experience in teaching Mathematics to all types of pupils. They are convinced that the simple reasoning of school Mathematics can be understood by any normal mind if the subject is properly taught or presented. McLellon says that nine-tenths of those who feel that they have no aptitude for Mathematics owe their misfortune to wrong teaching. It is due to a method which actually thwarts the natural movement of the mind and substitutes a forced and mechanical action in which the pupils do not find any vital interest. The aim should be the attainment of the spirit of the subject and not to train the memory or to inject a bulk of mathematical facts and formulas. The Board has clearly stated that the course is to be reoriented to the use of Mathematics in daily life. The teacher is only expected to define the various terms used in the course content to show their practical utility. It is not desired that he should burden the student with too many mathematical details, methods and problems. Mathematics has so far been taught in schools in such a way that no effort has been made to show its social history, its significance in our own social lives, and the immense dependence of civilised mankind upon it. Neither as children nor as adults are we told how the knowledge of Mathematics has been used again and again throughout history to assist in the liberation of mankind.

What is demanded of the core subject is not that it should turn out expert mathematicians but that pupils should have a lively awareness of the part played by Mathematics in shaping the modern world and in producing the technical wonders by which their lives are being transformed, that a mental picture of the historical development of Mathematics should be possessed by them—not necessarily in detail but just enough to make them realise that Mathematics is not a set of authoritarian decrees of Metaphysics but a set of human inventions, that a certain basic minimum of effective mathematical skill in computation, symbolisation, problem solving, graph drawing, generalisation and an ability to read and interpret over a somewhat wider range of topics should be possessed by them, that pupils upon leaving school, instead of being afraid of, should have been sufficiently

fascinated by Mathematics to go on playing at it and in some cases working at it all their lives, thereby possessing a self-sufficient hobby.

The topics of Foreign Exchange, Draft, Income Tax, Compound Interest etc. in Arithmetic sound very high but the arithmetical technique required is simple, although the problems to which they are applied are of such importance in the life of the citizen that they cannot be overlooked. If necessary, the Mathematics teacher can take the help of his colleague who teaches Civics.

Statistics has been called the Arithmetic of Human Welfare. The tabulation of figures relating to various quantities eg. prices, characteristics of human beings, exports, imports, finance etc. and mathematical treatment by graphs of data concerning a large number of measurable quantities help to make these matters clear.

History of Mathematics tells us that Geometry originated through Mensuration. In secondary schools there should be no artificial separation of the mathematical subjects. The powerful generalisation of Algebra should grow naturally from previous works in Arithmetic and Geometry should grow from mensuration and lead to graph-drawing.

It will, therefore, be realised that there is nothing much to challenge the appropriateness of the proposed syllabus. What we have to think about now are—(1) What methods of teaching should be adopted in order to produce the desired effect, (2) How many periods a week should and could be allotted for the subject, (3) How the assessment of the pupils' abilities and attainments will be made.



*Mathematics is often regarded as the bread and butter of science.
If the butter is omitted, the result is indigestion, loss of appetite, or both.*

Mathematical Models—Cundy and Rollett.

Report of The Pradhan Siksika Samiti

The Samiti did not function as well in this quarter as it had in the previous one. It was the beginning of a year of great changes and many of the headmistresses were, perhaps, extremely busy in getting the new machinery into motion. There were, also, initial disappointments, for example, the three Indonesian professors, who were to visit the Department of Extension Services and for whom the Samiti had organised a meeting, changed their programme at the last moment to omit Calcutta altogether from their itinerary. As the information of this change reached us too late to put off the meeting, the headmistresses utilised this occasion for a discussion about training courses which could be organised by the Department during 1957.

The Pradhan Siksika Samiti met again on the 23rd February to inspect the books and equipment supplied to the Department by the Technical Co-operation Mission of the United States of America. About 25 members were present. No films could be shown on account of the failure of an arrangement for the same, but the books and other educational materials were inspected by the head mistresses with great interest. A large number of books, some charts, models and other equipment were immediately borrowed. Some of the head mistresses have very kindly promised to review the books read by them, for the Teachers' Quarterly. This is a kind offer indeed and should benefit others by helping them to make quick selections from our library.

The last meeting of the quarter was held on the 21st March at 60B, Chowringhee when head mistresses were invited to a preview of some educational films received by the Department of Extension Services from the T. C. M. Ten members only were present. Our thanks are due to Sri K. Guha of the Social Education Department of the Government of West Bengal for making the film show possible by allowing us the use of the auditorium of the Department and the help of its staff and equipment.

Report of The Association of Teachers of English of West Bengal

Four general meetings and one meeting of the Steering Committee were held in the last quarter.

The meeting of the Steering Committee was held on the 16th February at the David Hare Training College to arrange the programme of the Association. It was decided that the members of the Committee should do their best to enrol new members and the Training College staff to publicise the activities as far as possible.

The first general meeting of 1957 was held on the 4th January at the David Hare Training College and was addressed by Mr. Hornby of the British Council.

The Second meeting was held at the British Council on the 26th February. The programme had been given out as 'Imaginary Conversations' and consisted of games in which almost every one was compelled to say at least a few words in English. About forty teachers from various institutions were present and enjoyed themselves thoroughly while increasing their powers of expression.

There were two meetings in March, one on the 4th at the Institute of Education for Women and the other on the 5th at the David Hare Training College. These meetings were organised by the Departments of Extension Services of the two colleges and at both meetings Mr. F. L. Billows of the British Council (Madras) gave talks on topics connected with the teaching of English with demonstration lessons and answered questions. These meetings were as highly interesting as they were useful.

A few words about the Association itself will not be out of place at the end, All are aware that the teaching of English constitutes a problem in the education of our country. A foreign language has to be taught to vast masses of secondary school pupils within a short time and with insufficient facilities and this task is entrusted to teachers who do not have sufficient training and background. To provide the background is one of the avowed tasks of the Association and this it intends to do through lectures and demonstrations on methods and by giving practice in Spoken English. We, however, feel that its work is not reaching the teachers to an extent as should have been expected and should like to appeal to them to join us in helping to solve a great problem of our education and, at the same time, to improve their quality and prospects.



Report of the Home Science Teachers' Association

The Association met twice in the last quarter, on the 27th February once and again on the 27th March.

The meeting of the 27th March was attended by ten teachers only. There was some discussion about difficulties of teachers in teaching their subject in schools and some topics were suggested on which refresher courses would be helpful.

The Association invited the staff of the Viharilal Mitra Institute of Domestic Science to its meeting on the 27th March. Dr. Choube and Dr. Biswas came. It was decided that a series of talks on Social Psychology could be arranged and the guests gave their suggestions about persons whose advice should be sought in the matter.



Review of Work

Standing at the end of the first quarter of our second year it is necessary for us to ask ourselves about how much effect we have been able to create.

What the country needs is an educational renaissance, but our ambition not having been high, we should be satisfied if we find that this small journal has been able to make some teachers more interested in the work they are doing and to scatter some seeds of new thought on fertile ground. While we look backwards for green bay trees we shall be glad to hear from our readers, associations' members and participants in our training courses about what they have been doing. We shall be very happy to publish articles (if possible with photographs and diagrams) about their educational activities. We have already written to some, but are very sorry to say that we have had replies from only a few and those also not in the form of articles. We hope that our friends and sympathisers will bestir themselves when this journal reaches them and their response will burst the tapes of our magazine file.

Turning to the activities of the Department of Extension:Services of the Institute of Education for Women of which this journal is the organ, we can report the usual chores.

Our staff visited Balika Siksa Sadan, Belur Girls High School, Binodini Girls High School (Hooghly) Kamala Balika Vidyalaya, Nivedita Girls School and S. S. Jalan Balika Vidyalaya in the last quarter.

The discussions at these schools ranged mainly round three topics, viz, the difficulties in working out the new higher secondary time table and the problems of teaching Social

Studies and English. The problem of getting good teachers was also a vexed one specially for schools outside Calcutta.

Some meetings of resource persons were held. Three groups of experts, on English, Social Studies and Home Science met on the 2nd February.

Dr. M. L. Roychowdhury, Head of the Department of Islamic History, Calcutta University, Sri N. L. Basak, Lecturer, David Hare Training College, Sri M. C. Ghose Lecturer, Department of Education, Calcutta University, Sms Aparajita Ray and Indira Das of the Institute of Education for Women, Sm. Renu Dasgupta. of the S. M. Girls High School and Sri Sukumar Mitra of the Ballygunje Govt. High School took part in the discussions in the Social Studies Group.

Mr. O'Brien of the British Council, Miss L. Ghose of the Institute, Sm Phullara Roy of Sri Siksayatan and Sm Sadhana Guha of the S. M. Girls High School participated in the English Group.

Mis P. Graves, Home Science Adviser of the Community Projects Scheme of the Govt. of West Bengal, was the only guest present in the Home Science Group and the Institute was represented by Sms. Sovona Dasgupta and Sunila Guha.

A second meeting of the English Group was held on the 11th March at which Dr. Kitchin, Mrs. Taylor, Sm. Phullara Ray and Miss Lotika Ghose were present.

Then there were lectures and training courses.

An intensive course on the teaching of Social Studies in higher secondary school was conducted by Dr. Griffin of the All Indian Council for Secondary Education and Ohio University from the 19th March to the 2nd April.

The expenses of the trainees were borne by the Education Department of the Govt. of West Bengal. The general responsibility for administration was shared by the Departments of Extension Services of the David Hare Training College and the Institute of Education for Women.

Some films from our film library relating to the subject of the course were shown with the help of the Social Education Department of the Govt. of West Bengal and Dr. Griffin visited several schools during the period. There was a meeting with the head masters and head mistresses of some higher secondary schools on the 26th March to discuss some administrative problems in connection with the introduction of Social Studies. The consensus of opinion at the meeting as well as of an overwhelming majority of the participants in the training course was that Social Studies should not be subjected to external examination.

A social gathering was organised at the end of the course at which we were fortunate to have Dr. Bhan and Dr. Macpherson of the All India Council for Secondary Education

with us. Dr. Griffin was presented with some small tokens of esteem by the participants in the course. One could not but wonder at the way he worked; he was with the trainees for all the working hours, sometimes deep into the lunch interval as well, and on the next day again he was so fully equipped with fresh materials and so much ahead with the checking of their work that one suspected him of having worked the whole way round the clock.

A short visit to Calcutta of Mr. F. L. Billows, Education Officer of the British Council at Madras was utilised to hold two meetings of teachers of English, one at the David Hare Training College on the 5th March and the other at the Institute of Education for Women on the 4th March. At both these meetings demonstration lessons with questions and answers at the end were followed by short talks. At the Institute Mr. Billows demonstrated the teaching of structures through situational English and taught the poem 'Hawk' at the David Hare Training College. All present were inspired by Mr. Billows' indefatigable spirit and impressed by the dramatic manner in which he was able to convey his meaning to the pupils. None the less enjoyable was the Turkish lesson that was thrown in for good measure at the Institute.

In concluding, we should mention again the problems that had come up before us through this quarter's activities.

The problem of English is evidently one of quantity outpacing quality, of finding good teachers for the rapidly growing numbers of pupils and increasing the efficiency of those who are already teaching. Then there is the problem of the lack of suitable reading material. The Deepak Readers can serve only a temporary purpose, but materials must be worked out here with a background familiar and interesting to Bengali children. A training course for teachers of English is now being held in the Department of Extension Services. It is our intention that teachers under training here should try to evolve some materials which may be supplied to schools and, later on, developed into series of the Readers. We do not know how far this hope will bear fruit.

The main problem regarding the teaching of Social Studies is the fact that it is very new to our country. Oriented to old-fashioned pedagogy as our system is, it is difficult for us suddenly to take to a subject the very fundamentals of the teaching of which are completely different, but it is hoped that Dr. Griffin's course will go a long way in inculcating the new outlook. We are happy to learn that an association of teachers of Social Studies has been formed and should like to request the members to realise their responsibility not only to their pupils but to those members of their profession who were not fortunate enough to be admitted to Dr. Griffin's course. We hope that the activities of the members of the association will be such as to spread the benefit of their training beyond the walls of their schools.

The problem about preparing a good time-table for the new higher secondary course is mainly one of striking a balance. There are so many subjects demanding so much attention and periods are so few!

We have collected a large number of time tables from different schools and are trying to work out some sort of a mean. We should like to have the opinions of our readers on this matter.

There are, however other problems which we have not yet been able to touch. What about the teaching of Mathematics and General Science in the Core Group? Are the schools sufficiently equipped and the teachers capable of introducing the new approach to the teaching of these? What, then, of the elective subjects? Will the upgraded schools be able to lead their pupils up to the threshold of the degree courses?

There is no reason for losing heart if the answers to these questions are in the negative. Ideals are utopias and given qualities and quantities cannot be changed overnight. The only way to work through is to continue to approximate till we find ourselves inching onward.



WHAT OTHERS THINK ABOUT US :—

THE VISVA-BHARATI QUARTERLY
SANTINIKETAN, WEST BENGAL INDIA

12 March, 1957

Editor, Teachers' Quarterly,
Department of Extension Services,
Institute of Education for Women,
20-B Judges Court Road, Calcutta-27

Dear Editor,

Thank you for letting me have the opportunity of seeing a copy of your thought-provoking *Quarterly* (Vol. 1, No. 4).

The contents show that our women teachers have taken the vocation of education with all the loving care, which the allround nurture of the school children demands of them.

There is a good deal in this particular issue of your *Quarterly* to justify the hope that the first glimmers of light are already visible.

In wishing your journal every success in the second year of its existence, I share your optimism that a new spirit will enter and enliven the entire field of education in our State.

Yours sincerely,
K. Roy,
Editor.

Teachers' Quarterly

Vol. II. No. II. June 30, 1957

FOREWORD

The fourth conference of the principals of Training Colleges was held at Bangalore from the 6th to 12th May 1957, under the auspices of the All India Council for Secondary Education. Participants from all over India met and discussed various aspects of Secondary Education, such as reform of Secondary Teachers' Training, Extension Work of Training Colleges and research projects in Secondary Schools.

Regarding Teachers' training it was felt that in the training courses in most of the Universities, theoretical study of the principles, methods and history of education was over-emphasised and actual teaching and other practical work was neglected. The conference was of unanimous opinion that the practical part of the training should be given much more prominence and that the theoretical studies should be reduced in bulk and more closely correlated with practice. Concrete recommendations for the reorganisation of teachers' training were made and it was felt that the training colleges would be in a position to supply teachers who are better equipped to improve teaching in the schools when such reforms took place.

Extension Services work in the Training Colleges was an important item in the agenda of the Conference. The twenty-four training colleges who have been doing some extension work since 1955-56 reported on the work that has been done so far. This was critically discussed and new programmes were chalked out for the existing Extension Services Departments as well as for those that are to come into existence in the near future.

The Extension Services Departments of various training colleges have so far been rendering the following services to the schools in their locality (a) week end, short term and long term courses. (b) Workshops, Seminars, Group discussions; (c) Conferences, Education weeks and Exhibitions; (d) Advisory and Guidance services including visits and organisation of demonstration lessons; (e) Preparation of teaching aids and apparatus; (f) Library Services; (g) Audiovisual Aids Services and (h) Publications.

Acc. no - 16895

It was felt that these general services rendered by the Extension Centres have proved to be valuable and have been greatly appreciated. These should therefore, be continued in the future and more and more schools should be encouraged to take advantage of the same. There should, however, also be intensive work on specific projects in certain selected schools to bring about concrete desirable changes. The Extension Departments may take up a few "experimental schools" for this purpose and special research projects in different aspects of Secondary Education may be taken up in these schools in collaboration with the training colleges. It is even possible that such schools may get some exemption from departmental rules and regulations if that was justified by the nature of their work.

The question of examination reform was also discussed by the conference. It was felt that while the question of examination reform was being seriously considered by higher authorities in the Centre and in the States, the secondary schools might profitably participate in workshops and seminars organised by Training Colleges for the discussion of problems of examination reform and preparation of appropriate evaluation tools.

The maintenance of school records was another item calling for attention. It was felt that Extension Departments should help the headmistresses with necessary technical advice.

With the establishment of multipurpose schools, the problem of guidance to pupils in class VIII for the selection of appropriate courses in class IX has become extremely important. Educational guidance was therefore felt to be another field which deserved special attention of the Extension Departments.

The conference ended in a spirit of high hopes moderated by a sober realisation of the enormous task ahead. The work done so far by the extension centres seemed to be very small when judged in the background of the tremendous task of remodelling secondary education in the country as a whole, and the number of schools benefited by such services as yet not impressive when we considered the thousands of schools, all over India, which were still unaffected. Still it was felt that a definite beginning has been made and a step taken in the right direction and it was now up to the training colleges with the help of the schools in their area to march ahead towards the realisation of their goal.

We, in this corner of India have been conducting our Extension work for more than 18 months. Regular readers of the Teachers' Quarterly are well acquainted with our activities. Head Mistresses and teachers have participated in our courses and conferences, have come to us with their problems and invited us to their schools, they have borrowed our books and equipments and in general, have worked hand in hand with us with the common object of improvement of education. Encouraged by reports of similar work being done by other Training Colleges and Secondary Schools in Bombay, Madras and Delhi, in Srinagar and in Coimbatore, we should now work with greater energy and with an increased tempo. We invite your suggestions for augmenting our programme of work and we seek your active co-operation in making that work a success.

Educational Evaluation And Testing Procedure

LATIKA DAS GUPTA M.A., M.A. (Edn, Lond.)

Examinations as held in India are condemned all over. We have been discussing this problem long enough. It has rightly been commented by an expert like Dr. Bloom that there is an amount of literature on examinations in India, and in no other country has so much been written and so little done in the matter. It is high time now that some concrete, tangible measures should be taken to introduce suitable changes in the examination system so that examinations can be used for promotion of education instead of hampering it.

Dr. B. S. Bloom came to India at the invitation of the Central Ministry of Education to advise on Examination Reform. The first thing he did was to visit schools and watch class room teaching. As he says the thing that impressed him was that work at the secondary level was not infused with enthusiasm. Teachers taught just what was assigned. The fact seemed to be that the educational system was not meant for the present society but for an earlier society. The aims and purposes were not in line with those of the democratic society that is now being built up. So the main problem is not how to reform examination but how to get education in line with the goals, purposes, and objectives that we have at present.

According to Dr. Bloom the change implied, cannot be achieved completely at once. Parents are used to the present system of education and they look to them for records of their children's work. Teachers being used to this system are afraid of a change. Headmasters, Inspectors, Universities—all will think twice before taking the risk of conducting experiments to improve the existing pattern of examination. So it will take years to effect the change. Dr. Bloom wanted to be sure whether we could take a small step forward at the moment. So his plan was to work with as large a number of teachers as possible. After discussions with Ministry officials, he decided on holding examination workshops to show that an examination could be used for promotion of education instead of being a barrier to the development of the child. He contacted about 3000 teachers in different parts of India and they fully justified his hopes. In his opinion none of them could be said to be unable of taking the new approach.

The workshops have shown what possibly can be done with Indian teachers. According to Dr. Bloom teachers in the Indian Secondary Schools are at present without a definite purpose. Pupils are educated to pass examinations rather than in terms of development. The problem is how to change from this condition of lack of purpose to one full of purpose. What the teacher should think of is what should really happen in the child as a result of

Secondary School education. What sort of and amount of change could be brought about in the child by the last three years' study at the Secondary level? We may plan what Secondary education will be like after 10 or 12 years. We may also plan what we would try to achieve within two or three years and also what we may achieve immediately.

What are then the objectives of Examinations? The objectives of Examinations are to test whether the change that we expected to be brought about in the pupils by the study at the secondary level has been achieved or not. It is clear then that the objectives of teaching a subject and the objectives of examination in the subject are the same. Or we may say that for providing learning experiences for a subject we have to keep in view the same objectives as for evaluation. It is expected therefore that by reform of examination in this line the whole Educational system will be automatically reformed.

The first thing then for a teacher to do is to think out the objectives or purpose of teaching a subject. He would take one objective and ask himself—'How to define this educative objective'? What is implied in it? In keeping this objective in view what change or development is expected in the learner from study of the subject? How to plan learning experiences so as to achieve this objective? How to find evidence for students' achievements objectively, easily and economically? The teacher will then proceed to prepare the test materials. The objectives may be classified under the following headings :—

1. Information, 2. Skill, 3. Problem-Solving, 4. Appreciation, 5. Interest, 6. Attitude, 7. Personality traits.

So far we have been stressing only on Information. Now we shall have to rationalise and humanise education. So in the present day society more emphasis should be given on problem solving than on information because problem solving involves ability to apply principles to life. For all teachers it may not be easy to test interests, attitudes or personality traits. The psychometricians can help them in this matter.

The next step will then be to make a list of objectives. The workshop method may be followed, and the selected list of objectives may be prepared by voting procedure. For selection of an objective justification will be necessary. One has to justify why the particular objective is selected.

When justification is fairly enough for the purpose, the next step will be to find the behaviours, attitudes etc. of the student that will serve as evidence to decide whether the objective have been achieved or not. The same behaviour etc. will give us hints as to what the learning experiences should be.

The procedure for gathering this evidence may be (a) Observation, (b) Questionnaire, (c) Conference or Interview, (d) Pencil and paper tests. The last one may be of two types—Objective type and essay type. As mentioned before, for construction of these types of tests, we have to find out the behaviours of the student that will help us to evaluate the

change in him as a result of his study at the secondary level as well as to provide the situations for learning to develop the change aimed at. A sample is given below to make the procedure clear.

GEOGRAPHY

Objectives :—

1. Knowledge of Geography will develop the ability of map reading.
2. Knowledge of Geography will develop capacity to interpret current events and so on.

Objective is taken eg. the first one that knowledge of Geography will develop the ability of map reading.

Justifications :—

1. Map is an effective representation of Geographical data.
2. Map is an effective tool for acquiring Geographical knowledge, and so on.

Behaviours :—

1. The student can distinguish between representations of different land forms and topographs.
2. The student can use the scale of the map to determine distance and time, and so on.

Evaluation :—

Essay type

1. A map of South America (Physical) will be supplied to the student and the following question will be asked, Why is most of Brazil shown in Yellow Colour?

2. Baroda is 1174 miles from Bhagalpur...

If the scale is 40m what will be the map distance between the two places?

Objective type.

1. State whether most of Brazil is a—
(a) Mountainous area (b) Plain area (c) Area of inland drainage.

2. Same.

Hints as to learning Experience

1. The student can be asked to represent things in shape of maps from the local data and actual measurement of land and mountains carried by him in his local environment. Thus the idea of scale, the reduction of distance and height according to different scales will be apparent to him.

The questions and learning experience given above are with reference to the first two behaviours. So the teacher has to think out all possible behaviours in relation to an objective and frame questions with reference to them.

The questions may be of both essay and objective types but we shall have to keep in view that the evaluation is made as far as possible in an objective, easy and economic way.

A sample in Mathematics

Objectives :—

1. The student will develop the ability to do relational thinking.
2. He develops the ability to do quantitative thinking, and so on.

Here we take the first objective the student will develop the ability to do rational thinking.

Behaviours :—

1. The student recognises what is given and what is to be found out.
2. He recognises the adequacy or inadequacy of given data in relation to the problem.
3. He recognises the relationship between different variables.
4. He recognises the processes of finding out what is required in terms of what is given.

Evaluation :—

Essay type

1. The fare for 1st class from Calcutta to Baroda via Allahabad is Rs. 109. The fare via Bombay for same is Rs. 117. The distance via Bombay is 1460 miles. State what relations you will have to take into account finding the distance via Allahabad. State which route is shorter.

2. The assessment of Municipal tax is made on rental value of a house. The rate is as follows :

1. 15% upto annual valuation of Rs. 1000/-
2. 18% „ „ „ „ Rs. 3000/-
3. 22% „ „ „ „ Rs. 12000/-
4. 23% „ „ „ „ Rs. above

The annual rental valuation of your house has been made to be 3530/-

State which of the above rates will be applicable in your case and how you would find out the tax you will have to pay...

Objective type.

Question same.

ii) Underline which of the following relations will not be necessary at all for finding the distance between Calcutta and Baroda via Allahabad.

(a) $109 : 1460 :: 117 : ?$

(b) $109 : 117 :: 1460 : ?$

(c) $117 : 1460 :: 109 : ?$

ii) Underline which route is shorter :—
via Allahabad via Bombay.

Underline which one of the following four rates will be applicable in your case ? (1; 2; 3; 4)

(ii) Which of the following operations will give the amount you will have to pay.

(i) $18\% \text{ of } 3000 + 22\% \text{ of } 530$

(ii) $18\% \text{ of } 3000 + 15\% \text{ of } 530$

(iii) $22\% \text{ of } 3530$

(iv) $3530 \div 22$.

Hints to learning experiences

1. The students can learn in connection with excursions in finding out the relative distances in proportion to fares or the relative fares in proportion to distances.

2. He can learn in connection with finding out the relative proportion of taxes to be paid for an amount when the various rates of taxes for different amounts are given and so on.

Evaluation And Testing In English

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'What is evaluation?' is the question that comes uppermost in the minds of teachers who are often baffled by the frequent use of words 'Appraisal' 'Test' and 'Measurement' in all discussions of evaluation. The words are so identical that almost always they are interpreted as the same thing, resulting ultimately in confusion and lack of understanding to all. "Evaluation, as applied to Education, means in general the process by which we find how far the objectives in a school programme are being realised". Wrightstone expresses it more clearly when he says "Evaluation involves the identification and formulation of a comprehensive range of major objectives.....their definition in terms of human behaviour and the construction of valid, reliable and practical instruments for appraising the specified phases of pupil behaviour.....". In other words, therefore, we find that evaluation involves formulation of objectives and the use of all available instruments to determine whether those objectives as a complete whole have been attained. Appraisal, tests and measurements on the other hand are all useful instruments of evaluation but *they are not evaluations*. But the changes in behaviour can be brought about only by appropriate learning experiences. So the development of learning experiences is an essential part of evaluation procedure. Thus we can sum up all these into three major steps which are respectively :—

- (a) Development and clarification of the objectives of learning English.
- (b) Development of adequate learning experiences needed for the purpose.
- (c) Improvement of evaluation tools.

The tools of evaluation are many. We can evaluate a pupil through so many ways that a teacher should never feel the want of a suitable medium, for example, we can make use of the following devices for evaluation purposes :

- (1) Observation.
- (11) Questionnaire.
- (111) Conference (Interview)
- (IV) Objective and Essay type test.

The technique varies with different subjects and situations but in most cases observation of pupil behaviour can easily be done through maintenance of school records

which would enable a teacher to rank the pupils at the end of a term and evaluate their work. The rating scale is also a device for evaluating a pupil and for measuring behaviour characteristics that can not be subjected to precise measurement. The type of rating scales which is easier to handle is the order of merit type in which the children are placed in rank order position with reference to each other but in recent years charges of "halo effect" brought against the rating scale has relegated it to the background and has instead popularized the questionnaire method in which a series of questions are to be asked of the pupils either in written or in oral form and then the results are to be analyzed statistically and conclusions drawn from the data. But the questionnaire method has certain serious pitfalls, that is, sometimes they are so loosely and carelessly drawn up that the children are unable to comprehend the meaning of the questions. Every care should therefore be taken in its construction.

The Essay type and the objective type of tests are both written, but in English, the objective type can also be imparted orally and they may be framed in such a way so as to serve the purpose of intelligence test as well.

Beginning with objectives and defining them in terms of pupil behaviour in teaching English, we are at first faced with a multitude of possible objectives but by process of elimination and selection of the best ones when we finally set up four or five major objectives, we have to state the outcomes in terms of the total changes in the behaviour of the pupil. One example of each kind of behaviour that a teacher of English is to confront in connection with certain objectives is stated below :—

1. Objective—To develop the pupil's ability to read with comprehension.
Behaviour—The student can state the major idea in a new set of reading materials.
2. Objective—To develop the pupil's ability to express his ideas in written and oral form.

Behaviour—The pupil is able to organize his ideas in a logical order. These are but two examples of the kind of behaviour that we should expect as the outcome of the objectives mentioned above. These kinds of behaviour are to be developed along with the general objectives that the teacher likes to set up and then frame evaluating test to ascertain how far these objectives have been accomplished.

As regards the nature of evaluating tests it is intended to deal with them in the evaluation workshop. For the present this is meant to serve as an introduction as to the nature of evaluation and the technique we are going to adopt.

To give some idea, it is essential that for evaluation purposes when we apply essay-type of questions they must be framed in such a way so that they yield maximum objectivity. Therefore we should confine our essays to new form of questions. For example, after the class reads a new poem we can ask the following type of questions :—

1. Which of the following is the writer of the poem ?
2. What are the most beautiful lines in it ?
3. Why have you selected these lines ?
4. What are the outstanding characteristics of the third line ?
5. What is the meaning of the following phrases ?

One may ask as to how essay type of questions can yield maximum objectivity. The answer lies first in making the essay type precise and to the point so that only short answers are possible and there can be little variance in the answers given by different pupils. Finally, to make it more reliable and to act as a check the same type of questions should be given twice, once in the essay type and next in the objective form in parallel columns for example,

Essay Type

Who wrote the poem you read ?

Objective Type

Direction—Strike out the names that do not apply.
Which of the following is the writer of the poem ?
Shelley, Keats, Wordsworth, Byron.

The teacher should only remember that the purpose of evaluation is to provide a sound basis for the study and tests of particular subjects and the teacher-tester, whether in evaluation workshops, or in actual school conditions, must always adopt a scientific attitude towards evaluating tests. For, in this age of science, "the Psychologist must supplant the method of pedagogue" in teaching and testing English.



Draft Syllabuses For A Six Years' Course Of English

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Draft syllabuses in different subjects for the proposed Higher Secondary schools and multipurpose schools have been issued by the All India Council for Secondary Education, Delhi. It is expected that the syllabuses will be adopted with necessary variance to meet local needs in all the states of India,—thus ensuring a certain measure of uniformity in the educational standard of all the states of India, a highly desirable objective for our country which has still to develop a sense of national unity and solidarity.

Language is the most unifying factor, and so Hindi has been declared the Rashtrabhasha. But English still occupies a special position of vantage. Fifty percent of the literate people of the world know English. The ratio is probably higher in India—certainly so in the literate intelligentsia of India amongst whom it is still the lingua-franca. Again from an international stand point a knowledge of English is highly desirable. It is a relief to find, that great stress has been laid on the teaching of English.

I make bold to offer the following suggestions on the English syllabus.

STANDARD

The standard aimed at is the same as that in the present Intermediate stage which the educands cover by the age of 17+. The subject is now introduced in class III of high schools in which the students are of the age 8+ years. It is compulsory up to the Intermediate stage which the students finish by 17+ years. Thus English is now taught for ten academic years from class III and eight to ten periods a week are allotted to the subject. In the proposed syllabus the same standard is sought to be attained in six years—allotting six periods a week to the subject. This is, in my humble opinion, a large order. Even granting that the most efficient teaching was available, I doubt very much, whether, it will be possible to reach the standard in six years with six periods a week instead of eight years with about ten periods a week now provided for to reach the same standard.

AGE

When to begin a foreign language is a moot question. I should think the age 9+ years is the most proper time to commence the teaching of a foreign language on psychological grounds. By that age students develop a language sense through the mother-tongue of which they are expected to acquire a work-a-day knowledge. Again, India will be a trilingual country. The students will be required to learn the mother-tongue, Hindi and a

foreign language preferably English. Why, then, delay commencing a foreign language—here English till 11+ years? The age of 9+ is the most opportune time. If begun at this age one gets sufficient time to reach the Intermediate standard by 17+ years.

OBJECTIVE

The objective proposed in teaching English does not materially differ from that in the old syllabus. Compare the following statements. The new syllabus lays down "making English useful for everyday life will be the aim" and also "English is to be treated as a skill subject and not as a content subject etc." "As against this the old syllabus lays down a training in the English language rather than in English literature as a preparation for the future professional or commercial duties of the pupils", and also under letter writing the old syllabus lays down, "Letters should deal chiefly with the practical affairs of life." Again the new syllabus says, "Exercises in the use of punctuation should be emphasised." The old syllabus has it, "Commas and full stops should be required." Where then is the difference between objectives in the old and new syllabus of English? Other instances may be given showing how items or ideas in the old syllabus of English both in method and content have been put into different language in the new syllabus. This procedure raises confusion in the unwary amongst the teachers. Transition from the old to the new should be gradual and on clear-cut lines.

METHODOLOGY

As regards method, however, the new syllabus has suggested some new devices, e.g. teaching by structure patterns and "vocabulary control." Text-books in English suitable for use in India have yet to be written embodying these two principles. Should the vocabulary be drawn from Dr. West's 2000 words or basic 850 or from Thorndikes table? Teaching by structure pattern is not an unknown thing to a good teacher. Too much codifying and text-books made to order may serve as a guide but may mar the interest of a language lesson.

DIRECT METHOD

The direct method has been suggested. It may be conveniently used in teaching the name of concrete objects but the mother tongue must be used in case of abstract ideas and operations. Use the mother tongue once only and then give drilling in the foreign equivalents for some days without a break till the foreign equivalents are indelibly fixed in memory and their use becomes facile. The teacher has to decide what the irreducible minimum in the use of the Mother tongue in a lesson on foreign language is.

It will not be out of place to mention here how Hindi is picked up in India by people whose mother tongue is not Hindi. They pick it up by hearing it spoken in the streets in the bazar, at railway stations and at other public places. The common foundation being Sanskrit, picking up colloquial Hindi becomes easy. It is a very good example of the Direct Method. But the facilities which exist for learning Hindi do not exist and can hardly be provided for in English.

GRAMMAR

This part of language teaching is an unnecessary bugbear. The new syllabus lays down "No formal grammar is necessary" but expects the pupils "to divide the sentences into subject and predicate" and learn to analyse easy types of simple sentences, "to recognise the following parts of speech—nouns, pronouns, verbs and adjectives" and also "prepositions and adverbs." All this is grammar, pure and simple, teaching parts of speech, though it is enjoined that no parsing should be attempted at this stage" viz—class VIII 13 years. I should think simple grammatical rules for which numerous examples from reading books can be gathered should be taught. No formal grammar should be attempted before the educand has a stock of vocabulary which he has collected from his text-book and which he can use in speaking and writing.

WRITING

The word writing is used in two senses which must be kept separate—writing the alphabet and composition. As regards the latter, enough good hints have been given. As regards teaching the first part, script-writing, penmanship, it is suggested "to group letters according to their form instead of in their alphabetical order." I differ from this view because the subject is begun at the age of eleven when the students must have had control over their finger muscles in writing the mother tongue. The educands are old enough to learn by the alphabetical order.

TEXT BOOKS

A few textbooks have been referred to which I don't want to criticise. I may, however, refer to a few books viz. Dr. West's New Method Readers, Prof. Daniel Jones' Thirty Lessons Linguaphone records—a very useful and helpful book to teach conversation on everyday affairs of life. The Berlitz Method for teaching modern languages (English Part)

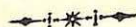
Reading : Reading aloud, silent reading, recitation of poetry.

Silent reading is the most important. Reading aloud and recitation of poetry provide zest in language lesson and here the teacher should be able to read well and speak well. Books, however good, cannot replace a good teacher in the initial stage of learning a language. For silent reading numerous books are available. Not enough hints have been given as to how to conduct a silent reading lesson. The teacher's task here, is very taxing. I cannot write, at length, on this point in this short discourse.

EXAMINATIONS

No hints have been given on the nature of final Examinations which invariably influence teaching.

Lastly, a good teacher, a happy and contented teacher who knows his work and loves the cherubs is the great desideratum for success.



The Draft Syllabus For Higher Secondary And Multi Purpose Schools—An Appraisal

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Before we discuss the new curriculum proposed in the Draft syllabus for the Higher Secondary and Multi-purpose schools it is perhaps better that we restate the two-fold aims of education and their implications for the syllabus keeping in view the needs of developing democracy of a free nation as ours. This purpose will bear repetition in this context: it is that education must help each individual to realise the full powers of the growing personality of the educand, his body, mind and spirit in and through active membership of society or social medium i.e. to say schools must satisfy his intellectual, emotional, aesthetic, physical and spiritual needs and must at the same time attend to his needs as a free citizen of a democracy and as worker with hand and brain in a society of fellow citizens and fellow workers. The purpose is thus two-fold viz. individual efficiency (i.e., the integrated development of the whole man and social sufficiency in order that the individual may be able to bear the working responsibilities of democratic citizenship, improve the productive efficiency of the country and stimulate a cultural and the industrial renaissance. Since the individual is part of a greater whole and owes obligations to something beyond his small and transient self, the all round growth of his unique personality which is virtually the end product of education can only be attained in a social medium. Hence it is important that both the aims of individual efficiency and social sufficiency should be synthesised and fused into our total experience for the educand into society of a peculiar kind deliberately created and designed by us, adults, in such a way that its members may share a common social life, imbued with the same ideals and participate in certain activities, formal and informal, provided by the curriculum and various other co-curricular activities which make equally essential contributions to the life of society.

THE SPECIAL FUNCTION OF SECONDARY EDUCATION

What is the special function of secondary education? It is pertinent to ask this question before we discuss the implications of the two bi-polar aims and their bearing on secondary education curriculum. Secondary education is a kind of education which follows upon primary (basic) education given through a complete graded course of education of wider scope and more advanced degree than that given in primary (basic) schools. It is a post-primary stage in educational progress corresponding to particular years in a child's life during which great changes in the special interests, aptitudes and abilities take place and for which a change in atmosphere, outlook, methodology, social life and contents of formal

and informal instruction has to be provided for. This does not however mean that secondary education is an entirely different stage well marked off from the primary stage by a wall of separation, for we, curriculum makers, must not forget the fact that the education of the boy or girl is a continuous process and that there should be no sharp break in the child's experience as he passes from one stage to another. But it has to be provided in two separate stages to correspond to two successive stages in the development of the child.

THE MEANING AND PURPOSE OF PRIMARY EDUCATION

To understand aright the true meaning of secondary education, it is important for us to understand the meaning and purpose of primary (basic) education also. At present primary or Junior Basic education ends at 11+ although according to the directive principles of the Indian Constitution the period of free and compulsory mass education corresponding to the accepted pattern of 8 years integrated elementary education, which is to be of the Basic type, ends at 14+, let us be clear in our understanding of these two points in the proposed pattern of free-education in India. The strictly primary or Junior Basic stage ends at 11+ but the stage of integrated schooling which is to be the future organisational pattern of mass education in India ends at 14+ thus embracing within its compass the middle school stage of 3 years, which is also a part of Junior Secondary education, as at present constituted in India, although the fact remains that secondary education proper i.e. high and higher secondary stage according to the proposed set-up, begins at 14+ and ends at 17+.

OBJECTIVES OF DIFFERENT STAGES OF EDUCATION—THE AIMS OF SECONDARY EDUCATION

What, then, are the particular functions and objectives of the three stages of education viz., the strictly primary or Junior Basic stages up to 11+, the 8 year stage of free and compulsory elementary education up to 14+, the secondary stage as at present understood i.e. 11+ to 16+ and the higher secondary stage up to 17+? At the strictly primary or Junior Basic stage, the main pre-occupation lies with basic habits, skills and aptitudes—the tools of learning and the power to use them. The main objectives of the 8 year school stage are, besides the above, ability to obtain information through first hand observation as well as from the printed page, an insight into the cultural heritage of the nation, a fair competency in one handicraft and practical experience of another, a good level of manners, skill in the practices of citizenship and some orientation in the world of work and gainful occupation or employment. Beside the above, the particular aims of secondary education as conceived by the Mudaliar Commission are three: viz., (a) the training of character to fit children to participate creatively as citizens of a developing democracy and train them in the responsibilities of leadership at the intermediate and highest levels: (b) the improvement of their personal and vocational efficiency to help than to stimulate an economic renaissance and (c) the development of their literary, artistic and cultural interests necessary for self expression and full and integrated development of their personality. The prime duty of a school providing secondary education is to cater for the needs of children who are entering and passing through the stage of adolescence giving the pre-adolescent and adolescent years a

life which answers to the special needs, interests, abilities and aptitudes of their growing personalities which are of great variety, differing both in kind and degree through a curriculum and other co-curricular activities which must be so varied and flexible that they may offer the nurture of a most beneficial and faithful kind to each individual.

IMPLICATIONS OF THE ABOVE AIMS FOR THE CURRICULUM

The above aims of secondary education have therefore, very important implications for the curriculum, for every single objective of the secondary school must have to be provided for in the curriculum, although the curriculum is not the sole means of attaining these objectives. The time was when the school's sole activity was considered to be formal teaching and instruction by means of the curriculum alone. But within recent years a tremendous change in this viewpoint has come over educational practices. Secondary education has been in continual development during the last 25 years. It has expanded very rapidly in European countries and in America and has caught up into interests, new ideals and responsibilities so that the very phrase "secondary education" carries with it new implications which it certainly did not carry a few years ago.

THE PRESENT CONCEPT OF "LIBERAL EDUCATION"

The old-world conception of liberal education as strictly confined to the classics and the humanities has now given place to the new. The change in the public attitude to the craftsman and the technician has been nothing less than revolutionary and it has taken two wars to teach this valuable lesson. The time was when technical education was regarded as an inferior limb of the body educational and as the sort of place to which one sent a boy only when it had become evident that he was incapable of assimilating any of the more fashionable and traditional forms of education. Indeed before the last war there were people who denied to the training given in technical institutions the very name of "education" on the grounds that it was only concerned solely with livelihood and not at all with the art of living. The time was when the social and extra-academic activities of pupils in a school were regarded as 'mere extras' or 'side shows' that encroached upon the proper domain of the school and interfered with its smooth functioning. Fortunately, these activities gradually came to be regarded not as 'mere extras'—as interfering with formal intellectual education through the inelastic curriculum of the traditional type but as an integral part of the school programme. The old-world distinction between curricular and extra or co-curricular activities has now completely disappeared in educational practice and coordination and integration of all the experiences of the pupil has become the object of the persistent efforts of the school that aims at being an integrated social unit of a peculiar kind—a social laboratory in organisation of childhood or in the language of John Dewey 'a unified purified and simplified society'. As the so-called extra-curricular activities (I would call them intracurricular) originate from the spontaneous interests of children and, being very flexible in character, are capable of a variety of forms in practical organisation, they are now recognized also as a source of enrichment and utilization of the curricula, as providing a basis of correlation with life and as forming the muscles of citizenship through the development of social life and of the non-cognitive aspects of personality which enter into every aspect of such activity.

CHIEF DEFECTS OF THE PRESENT SECONDARY CURRICULUM

The Secondary Education Commission has rightly criticised the present curricula for certain inadequacies and shortcomings which will bear repetition here: (1) It is over-weighted on the intellectual side, and dissociated from the pulsating realities of life. (2) It rests on a conception of liberal education which is outmoded and a psychology which is basically unsound, for liberal education is now held to include vocational education and new ideas in psychology have destroyed whatever justification the old curriculum may have had. (3) It is based on one-track plan i.e., on the assumption that every child that passes through secondary school will receive the crown of a University career. It is thus unilateral being concentrated almost entirely on preparing students for entrance to the University whereas as a matter of fact only a small percentage of pupils realise the objective assumed throughout the course, the remainder to whom the purpose underlying their education is irrelevant must necessarily leave school unprepared for the life and work which lies before them. Thus the latter are discharged into the community where they drift aimlessly and swell the rank of the educated unemployed, still clutching as their most precious credential for their work a certificate which is utterly valueless. (4) It is narrowly conceived and does not provide rich and significant contents to meet the developing interests, aptitudes and abilities of adolescence. (5) It does not include technical and vocational subjects so necessary to equip and train the student to take part in the industrial and economic development of the country. In educationally progressive countries the scope of the curricula has been considerably widened so as to cater for the extra range of pupils' interests and capacities—intellectual, emotional, physical, aesthetic, and social for the development of their academic and non-academic or non-cognitive aspects of their personality and all round growth. (6) It is overcrowded with a multiplicity of subjects and the content load of each subject is indeed very heavy, there being no provision for the grouping of subjects on the basis of correlation and organic inter-relationship, which can only be determined by research.

THE RECONSTRUCTED CURRICULUM AS PRESENTED IN THE DRAFT SYLLABUS (WHICH IS ONLY 'SUGGESTIVE' AND NOT FORMAL)

Owing to these defects the commission recommended that the present bookish curriculum should be reconstructed so as to provide for the following: growth of the body and development of physical and mental health, building of character and growth of social responsibility, intellectual development including knowledge and understanding as well as the power of independent observation and thought; development of practical and constructive abilities, release and articulation of creative forces etc. Taking into due consideration these worth-while objectives the All India Council for Secondary Education has prepared tentatively the syllabuses for the Higher Secondary schools for core as well as for diversified courses as recommended in the schemes of studies by the commission.

FIVE BASIC PRINCIPLES IN THE CONSTRUCTION OF THE CURRICULUM

While forming the syllabus the committee of experts appointed by the Central Advisory Board on the recommendation of the All India Council for Secondary Education,

has taken into account five basic principles in the construction of the syllabus. In the first place both academic subjects and the non-academic experiences of the pupil in their totality from the library, workshop, playgrounds, co-curricular activities i.e., the whole life of the school for the integrated development of the child's personality have been considered. Secondly, in view of varying capacities, diversity of human endowment and individual differences the syllabus has been made sufficiently elastic and flexible so as to be better adapted to individual needs and interests but due attention, and consideration has been given to the fact that there are certain minimum essentials, certain broad areas of knowledge of 'core' subjects, skills, facts, processes etc. which every child, irrespective of capacity must know and all these have found their recognised place in the syllabus before us for ideally a curriculum needs to be flexible enough to enable children with similar aptitudes to focus their energies upon success in these directions not neglecting less congenial subjects but bringing them into relationship as cognate or supporting subjects so that a child may see how they may serve his own purpose in life. Thirdly, the dissociation from life, as it is lived outside class-room walls, which was admittedly a great defect of the old syllabus has now been removed i.e. the subject matter has now been vitally and organically related to community life and the needs of the child in his after life. Fourthly, as training for the rational employment of leisure is one of the most valued objectives of education, in this machine age, various activities social aesthetic, physical etc. have been included for the proper development of the social self of the child through participation in organised social activities and of his varied interests through hobbies. Lastly the valuable principles of integration and grouping of subjects has been kept in mind in constructing the syllabus so that there may not be far too many isolated, uncoordinated water-tight subjects.

THE IMPERATIVE NEED FOR CURRICULAR RESEARCH

Although every attempt has been made by the Committee of Experts to include only such significant and relevant materials into the syllabus as would give joy and insight to the child into the complex life and civilisation of today, the framers have made it perfectly clear that the syllabus is only tentative, as all syllabuses must be, and that it must be constantly reviewed, reshaped, restated with new accretions of facts truths processes etc. ; as new facts emerge with the everwidening expansion of the frontiers of knowledge. Besides, we must not forget the fact that the syllabus has to be adapted to local needs of each area, where the socio-economic background and traditions in education differ. It is not therefore, the intention of the Central Advisory Board to enforce what may be called a steam-roller type of uniformity by presenting an inelastic syllabus. It is now up to Institutes of Education for men and women throughout India to embark immediately on curricular research in order to settle details of the syllabus finally, for if we want a better system of education for our newer types of Higher Secondary Schools we must give topmost priority to this central problem of curricular research.

EXTENT OF INTEGRATION OF THE CURRICULUM IN THE FUTURE ORGANIZATIONAL PATTERN

In nearly all States of India there are at present the following types of schools at different levels, evolved out of historical forces : (1) The 4 year primary school of the traditional

type under the control of District School Boards in rural areas ; (2) the 5 year Junior Basic schools of the C. A. B. type under the local bodies ; (3) the Secondary Middle schools, or M. E. schools offering a cheaper type of secondary education for 2 years in rural areas, with or without primary classes ; (4) The Senior Basic Schools of the C. A. B. type offering a 3 year course, with or without Junior Basic classes, corresponding to the Junior High Schools (5) the Junior High Schools with continuation classes up to class VIII (6) the regular High Schools up to class X with or without primary (Basic) or middle school classes (7) a few 8-year integrated Basic schools of the Wardha type.

The commission suggests that all these types of schools should be brought into reasonable conformity to the general pattern of national education for the masses on a compulsory basis in a single institution, offering a 8 year course of integrated elementary education up to 14+ which is going to be the maximum age-point for compulsory primary education according to our Constitution. The commission recognises that the existence of Basic and non-Basic schools side by side tends to create a kind of unhealthy caste system in education. Besides, all these existing types of schools are under the administrative control of various bodies, public and private in rural areas and under municipalities and also under private organisations, philanthropic or otherwise. The result of all this has been that there is no integration in the curricula of these types of schools at present. Both the C. A. B. and the Mudaliar Commission have accordingly proposed that gradually all these types of schools should be integrated in a single institution so that it may be easy enough to develop a national system of elementary education on the basis of compulsion. It is all very easy to say this, but in a poor country like India it may not be possible to organise elementary education on 8 years' integrated basis in one and the same school so soon. Integration of curriculum can be effected by legislation and by modification of the Primary Education Acts of different states, without bringing together all the parallel or overlapping types of existing schools mentioned above. Besides, even after integration is effected it may be necessary to have three types of schools in separate and different institutions, though offering the same course of studies. In some places it may be necessary to organise a full-fledged 11 class Higher Secondary School in one and the same institution. In other areas we may have either a 8 year integrated Junior High School or a 'Central' 3 year Middle or Senior Basic school with transport arrangements to enable children attend them from their own homes as in the area schools of Australia or the 5 year Junior Basic schools in remote rural areas.

NEED FOR FLEXIBILITY IN THE STRUCTURAL PATTERN

Educationists now recognise that flexibility in the structural pattern is a feature which helps growth, efficiency, adaptability to the needs in life of boys and girls at different stages in the age-points of a national system of education. Take the case of Denmark where there is a rich variety of continuation classes at all levels to suit the need for occupational training of children in many fields of national activity. In England also there are various types of elementary and secondary schools where pupils stay for varying lengths of time, each followed up by some system of continuation education, e.g., in the Grammar Schools there are the sixth form courses of 2 or 3 years' duration preparing for students going in for University

education or for other types of higher education. In the U. S. A. also there is a wide variety of continuation courses at various levels especially after the Junior College stage. So the best solution for India would, therefore, be to organise for a long time to come i.e., so long as secondary education may not be made free and compulsory (as is now being done in some advanced countries like England, U. S. A. etc) three distinct types of schools viz (1) the 5 year Junior Basic school bifurcating into the (2) Senior Basic School for 3 years or the Junior High School, (3) the existing High school up to class X (16+) followed by the terminal School Final or Certificate Examination, only so long as it is not found possible to convert it into (4) the Higher Secondary or Multipurpose school up to 17+ followed by the Higher Secondary Certificate Examination. At each terminal point except the first stage there should be provision for some kind of occupational training offering continuation courses so as to open avenues to employment in many fields to the nation's children who may like to settle down in life earlier.

THE CONTENT OF THE SYLLABUS FOR THE MIDDLE STAGE (VI-VIII)

It is clear from the above discussion that bifurcation takes place in two different streams after the strictly primary i.e., the Junior Basic stage viz, one to the middle stage of the High School and the residue to the Senior Basic School when such a school is organised in continuation with the Junior Basic School. The Junior Basic School is a craft biased activity school in which the child produces things of beauty and even of utility as a bye-product of the education process in a spirit of joyous spontaneity and not merely for production only as in the Basic Schools of the orthodox Wardha type. The Senior Basic School on the other hand is craft-centred i.e., the objective kept in view is the production of the artists and craftsmen whose products conform to the standard of economic productivity and compete with those of adult craftsmen. The curriculum of the two stages should therefore be framed accordingly.

Two different types of schools are organised at the middle school stage. There is the traditional M. E. School or the Junior High School or the Middle class (VI-VIII) of a secondary school for the age range 11+ to 14+. At present the curriculum of the middle School differs from that of the Senior Basic School materially in content, aims and objectives, methods of approach and teaching. The Commission justly recommends that this sort of caste distinction in education as between Basic and non-Basic schools should be done away with as this stage (11 to 14) falls within the ambit of compulsion and as such it is imperative that the subjects and courses of studies to be offered and the activities to be organised should as far as practicable be similar in both the two types and that eventually they should be transformed into Senior Basic Schools, which is the form of elementary education accepted for the whole of India or into Junior High Schools in the interim period only.

Let us now discuss the details of the curriculum in the middle stage (VI-VIII). The main subjects at this stage are as follows: (1) Languages (2) Social Studies (3) General Science (4) Mathematics (5) Art and Music (6) Craft and (7) Physical Education. Under

'languages' will come in the regional language (Bengali for West Bengal) which is the medium of instruction in the Junior Basic stage and will continue to be the medium in the entire Secondary stage, English (which is now an optional subject in class V stage but which should remain as a compulsory second language in the secondary school) and Hindi, the federal language. Now, the Commission suggests that in view of this multiplicity of languages at the lower secondary stage it is better to postpone classics, i.e., Sanskrit which may be introduced at the High or Higher Secondary stage.

As regards Crafts (Section C) it is suggested that a pupil may be required to take a different craft in each of the 3 years instead of going in for one craft only for the whole period. By the requirement pupils are sure to benefit more by attaining elementary skill in say 2 or 3 of the important handicrafts listed under this section, which are useful in daily life than by pursuing only one craft in 3 years. Pupils at this stage of development should be given the opportunity to acquire basic skills in handling tools for shaping common materials of everyday use such as woodwork, metal work, pottery and gardening. It has been found that in some progressive schools of India with able craft teachers trained by professional craftsmen pupils of their age can acquire a fair degree of proficiency even in one craft in one year.

Diversification of courses is admissible under section D in which at least 3 subjects must have to be chosen from any one of the seven groups. It is however suggested that every pupil in a Multi-purpose School should be requested to take only 2 subjects from one of the groups and the third required subject freely from the same or any other group. This provision is calculated to make it easier for pupils to choose combinations of subjects suited to them according to their special interests. Again according to the Commission, diversification is to commence from the second year. This requirement may perhaps be modified a little by beginning some diversification in the first year.

As diversification is a costly affair it may not be possible for all High Schools to switch over into Multi-purpose Schools, but it should constantly be open to the large majority to be upgraded into 11 year High Secondary Schools by providing for the teaching of Humanities under section D, besides the usual sections A, B, and C. These schools may change over into Higher Secondary and Multi-purpose Schools as and when funds are available for the introduction of at least two other groups out of 7 groups under section D. In any group offered by a multi-purpose school under section D not less than 3 of the listed subjects should be provided in order that students may get the benefit of specialisation in the group concerned.

As has been pointed out by the Commission the underlying idea in diversifying the course is that the intellectual and cultural development of the individual takes place best through a variety of media i.e. mainly through practical work and not merely through the study of traditional academic subjects only, the objective of a progressive secondary school being "the all-round training of the child in the use of tools, materials, and processes which are mainly responsible for turning the wheels of civilisation." The main objective of section

D (diversified course) is therefore general education through 'core' curriculum with a vocational bias, not vocational competence for direct entry into vocation. It would, therefore, be the aim of all High Schools to change over into Higher Secondary and Multipurpose schools as soon as conditions permit, for the role of electives and diversified courses is to give an all-round education to pupils with varying interests, abilities and aptitudes and to prepare pupils for certain broad types of occupation in a general way and not for direct entry into occupation. As the provision of a large number of different types of courses under section D may not be a practicable proposition in the present condition of things, it is suggested that in such circumstances arrangements may be worked out on a co-operative basis for each multipurpose school to offer two or three types of courses so that taken together all the nearby schools in an area may provide for as wide a range of different courses to the children residing in the area.

(to be continued)

* Being synopses of talks at workshop sittings of a Group of teachers of secondary schools in and outside Calcutta on "The Draft Syllabus", organised by the Dept. of Extension Services, Institute of Education for Women, Calcutta, in June 1956.



For curriculum to be a vital force in the lives of pupils, teachers and guidance counselors need to provide a rich variety of activities of all kinds for pupils to explore and develop their personal, vocational and cultural interests. They need to work out ways to teach the arts and sciences in such a way that they serve to enrich and improve the quality of human life.

(Guidance and Curriculum by Janet. A. Kelly)



A Letter From Abroad

ROMA GUPTA

Dear Reader,

You have read in the September issue that I have been sent to England with a Fellowship on a Ministry of Education scheme for the training of science teachers. I was called to Delhi from where my journey was to begin. There, I met Sri Bir Bahadur from Aligarh University and Prof. N. T. Vartak from Akola Training College who are with me in this course. There were eight others who have been sent to Canada. We flew over by Air India International Airways Superconstellation. Our journey was so brief and wonderful that we scarcely realized that we were so far away from home. The British Council are our hosts in this country and they gave us a warm reception. Ever since our arrival, we have been meeting with the kindest of hospitality wherever we go. We are at Reading University, working under Prof. C. H. Dobinson in the Department of Education.

On first coming to Reading, we were placed in a hotel till we could find proper lodgings. Here, I must mention Mrs. Hemeon whose husband was in the Indian Civil Service in the Madhya Pradesh. She has been very kind and helpful to us. I must also mention Mr. W. B. Crouch, Secretary of the Institute of Education and his wife who have very kindly offered a place in their home. They and their two children have made my stay here very happy indeed.

Living in an English Family, I have come to know much about their ways of living. They have no servants and everything in the home is done by them. The mother does the cooking, shopping, cleaning each corner of the house, washing clothes, looking after the children and also their guest. The father goes to office and in the home helps to wash up dishes after meals, does gardening or any repairs to the house or painting the walls.

In spite of all the details of a household my hostess has time to attend the National Council of Womens' meetings, University Wives' meetings, a needle work class, to learn Scotch dancing, to play tennis and to read books. They go out visiting friends, to dances and people come to visit them. They are not young they are over 45 years of age.

Reading and its district is very beautiful. It is a hilly district with the River Thames flowing through. Our big rivers are majestic and produce a feeling of awe. The Thames is gentle and produces a feeling of tenderness.

At the University, there is no definite programme laid out for our course. Our Professor is a very enthusiastic Educationist and realizes the need of General Science in schools. He asks us what we would like to do and what we would like to see in this country which would benefit us. Together with our suggestions and his wide knowledge of all that is going on in the country he frames our programmes from term to term.

In the first term, from October to December, we attended courses on Botany, Astronomy, Geomorphology, Electrical Appliances, School Gardening and setting up of Chemical Apparatus. Twice a week we met our Professor for discussions and instructions regarding our work. He has been making suggestions as to what books we should buy and read and which journals to subscribe to.

We paid visits to schools once or twice a week. We made notes of the school in general and about the teaching of General Science in particular. The Professor gave us books on General Science to read and make critical notes and then we had discussions on them.

The present term extends from January 11 to March 21. We had been recommended to read Museums in Education published by UNESCO in Education Abstracts. Having created a ground, this term he kindly arranged a series of meetings specially for the three of us. We used to meet the Director of the Reading Museum in the evenings 7 to 9 P.M. He is a man due to retire towards the end of this year. It was remarkable to see such a man devoting his time in the evening, after his days work just for us. He arranged a wonderful programme. He had us for 6 days only but took great pains in making our work interesting. He explained to us the function and Activities of Museums. Together with him we made a tour of displayed collections and examined the reserve material for teaching. He explained to us how a loan service to schools is provided. He discussed the various types of visual Aid Apparatus. We were shown how to preserve Birds and Insects. Museums play an important part in the education of the child and the adult if they can be made use of. They can be of great use to the blind whose imagination needs to be stimulated by touch and their world of ideas given vivid reality. We paid a visit to the Science Museum in London and were astonished to see a number of children all by themselves, going from one case to another, turning a handle here, pressing a button there to see how the different models work. The Professor made it possible for us to attend another series of lectures at the Reading Technical College. The most interesting of these lectures were the two on Visual Aids. A lecturer from the University of Oxford came and showed us how easily

teaching Aids could be produced. Being members of the Reading and District Education club we have had the opportunity of attending several meetings where we had varied subjects. With the club we have been able to visit the Atomic Energy Research Establishment at Harwell. With a University Group we visited the Huntley and Palmer Biscuit Factory for which Reading is famous all over the World,

We have been in Seminars with some British Teachers who are undergoing a year's course for the Diploma of Rural Education. We have had the Assistant Advisor to the Department of Agriculture, Principal of a Farm Institute, Assistant Educational Advisor to Oxfordshire coming for discussion talks at these seminars. Our Professor accompanied us to London for a visit to the school Broadcasting section of the B. B. C.

We have visited various types of schools, Grammar, Secondary Modern, Technical, Comprehensive and Independent schools. We have also seen the work in several Training Colleges. We have been to Southampton, Ashford in Kent, Brockenhurst, London, Birmingham, Winchester, Leicester, Lymington and Preston for our visits to different Educational Institutions. On the 25th of this month we are going to Paris with a University Group to study the French Educational system for 10 days. We are hoping to extend our visit to West Germany and Switzerland. I have come into contact with several organisations like the International Friendship League, Business and Professional Womens' Club and the Society of Friends and have been asked to talk to them.

We spent a very happy Christmas in English families and for New Year we were with the British Council Christmas Vacation course. This enabled us to meet people of several nationalities as well as see the countryside we visited.

The weather has been very kind to us, people say this has been a very mild winter. Since our arrival in England, we have seen various changes in Nature, the leaves changing to gold and red, leaves falling to the ground leaving the trees bare, buds on the twigs and now that Spring is here the Daffodils and the Tulips are in bloom.

There have been political crises too—Suez, Hungary, Kashmir—but these have not changed the friendship and hospitality of the people towards us.

I will take this opportunity of thanking each individual person and all the countries concerned who have helped us to come here and have made our stay a happy one.

Yours Sincerely,
Roma Gupta

An Experiment With The Dalton Plan

BHUPENDRA NATH SARKAR, B.A., B.T.

(Lately of the Education Department ; Educationist & Writer)

In secondary education the problem that confronts the educationist to-day is whether there should be collective or individual teaching and how to adjust the two. In recent years many educational thinkers of the West have tried to solve this problem in their own way differing fundamentally from the old traditional methods ; and the outcome is a number of pioneer schools that have sprung up in Europe and America.

The Dalton Plan derives its name from a village named Dalton in the U. S. A., where Miss Helen Parkhurst, the originator of the system, first experimented with it. The principle underlying the Plan is the minimum of teaching with the maximum of learning, putting the learner in the forefront and the teacher in the background, and giving the former intellectual freedom and responsibility. The child is freed from the shackles of routine, and is allowed to proceed on its own way, the teacher simply guiding him.

This was a plan well worth experimenting upon ; and it was introduced into a High School in Calcutta. Though none of the teachers except one had seen any Dalton Plan school, they took up the work in right earnest. All available books on the Dalton Plan were requisitioned and studied. At first it was proposed to introduce the plan in a modified form. Two classes, viz., class VIII and class VII, and four subjects, viz., English, Mathematics, History and Geography were 'Daltonised'. Four of the class-rooms were converted into 'Laboratories', as Miss Parkhurst prefers to call them. They were equipped with text-books on the subjects, reference books, maps, charts, pictures, etc.

The work began, and one expert teacher was put in charge of each laboratory. The English laboratory had two instructors (the word 'instructor' is to be preferred to the word 'teacher'), as the work was considered too heavy for one man. Two periods (each of forty-five minutes) at mid-day were set apart for laboratory work. The boys were free to choose whatever laboratory they liked, and they could move from one laboratory to another, whenever they felt any inclination for any particular subject. Every teacher or rather instructor—had to look after about thirty boys. He had his instructor's graph in which he recorded each individual pupil's progress day after day. The students also had their own graphs, that is, records of their daily work. Besides these, there was the Head-master's Graph a glance at which showed the progress of each pupil in each of the four subjects. Assignments were given, at first for a fortnight and afterwards for a month. At the outset these were lengthy ; but as the teachers gained experience, they made them

short. General classes also were held twice a week where the different subjects were discussed and the difficulties in the assignments were explained. This supplemented the work in the laboratories.

The teachers worked hard to make the plan a success. The students were allowed the freedom to work both at home and at school. The teacher's duties in the laboratory were multifarious. He would test the students' work both in writing and orally. He would assign extra work to bright boys. He would explain difficulties to the pupils, supply them with references and see whether an atmosphere of study was preserved. Pupils—the majority of them—were busy with their work. They vied with one another in coming forward to submit themselves to the teacher's test. Instead of attacking the boys the instructor was being constantly attacked by them. The pupils began to read additional literature, i.e., books other than their texts, and to consult dictionaries. The brighter boys were often encouraged to help the backward ones. This engendered a spirit of fellowship. In a short time the walls of the laboratories were filled with pictures, maps and sketches drawn by the students. Each pupil was allowed to proceed on his own way. The average boy finished his work within the allotted period; the brighter boys went ahead of them and extra assignments, as already noted, were given to them. The slackers had sometimes to be dealt with harshly; some of the teachers who were of the old type punished or detained them after school hours to get them to finish their work, and guardians had now and then to be informed of the backwardness of their wards. Some marks were set apart in the examination papers for good work done in the laboratories. The selfish instinct in the boy—rather the commercial motive—to secure these marks ensured greater attention to laboratory work than it would have otherwise done.

Though people had misgivings about the success of our work, visitors began to come in to see the laboratories; and they were pleased with what they saw. A few High Schools in Bengal copied our methods. Experts extolled our work in Reports of the Education Department. Unfortunately, the Headmaster who was responsible for the inception of the work died suddenly; and his successor modified the plan and limited it to two subjects only, namely, History and Geography. The results of the school at the Matriculation Examination of the University had not been satisfactory for a few years; and the blame was laid at the door of the Dalton system. Some began to speak disparagingly of it. The plan fell into disfavour and eventually the school did away with the Dalton classes.

The experiment failed for various reasons. First, the plan does not fit in well with an examination-ridden system. People in our country judge a school by its examination results. In the second place, the conservatism of our countrymen does not favour a change in educational methods. Thirdly, people are concerned more with success in examinations than with real education. In the fourth place, the medium of a foreign language is a great handicap to pupils. They find it difficult to express themselves in a language which is not their own, and they depend more on their tutors than on their work. Thus self-help, which the Dalton Plan seeks to develop, is not developed to the extent it ought to. Fifthly,

the habits of mind generated in the learners by the system are not allowed to continue when they go up to the top classes and revert to the old method. Lastly, paucity in the number of teachers entrusted with the work was largely responsible for its failure. Five teachers for about a hundred and sixty students were quite inadequate, and these teachers, we should remember, had to do work other than Dalton work. They could not find time to pay as much attention to each individual pupil as they should. The result was that the chief aim of the Dalton System—individual guidance—was partially fulfilled.

Against all this it may be said that the system has been able to foster in some children the desire to learn. Co-relation between one subject and another was encouraged. The pupils gain some minor advantages also. They get into the habit of writing as well as speaking. This develops their power of expression. They are often seen to look up dictionaries,—a thing they don't ordinarily do. The spirit of healthy competition among the boys as also their fine handiworks, viz., maps, sketches, drawings, etc., that add to the beauty of the laboratories are the results of this system of education.

Appendix—An Assignment

(Assignment for the first fortnight of February, 1926)

CLASS VIII

ENGLISH

Subject	Item
ENGLISH	1. Read "Abou Ben Adem", Choice Poems, P.2.
Poetry.	Note : Whenever you read a poem ;
	(i) Read it straight through. Get a general idea of the thoughts it contains. Do not stop over words you do not understand.
	(ii) Now go over the poem again. Do not pass over any word or passage you do not understand. Your dictionary will help you a good deal. Above all, think about the difficulty, try to get at the idea which lies behind the words. Write down a list of the words you have had to look up and learn them.
	(iii) Now read the poem straight through again. You will enjoy it more on account of the clearer understanding with which you will be able to read it. Read the poem in the way suggested. If you find any difficulty you cannot solve, ask about it.

2. Draw up a list of the words you do not know and supply their meanings.
3. Who was Abou Ben Adem ? Why did his name head the list ?
4. Find out Balkh on our map.
5. Describe the conversation between Abou and the Angel.
6. Read "Never Deceive" Choice Poems, P. 3 in the way suggested before.
7. Write down the meaning of the following words :—
Deceive, earnest, grieve, deny, crime, punishment, confess, own, kneel, chamber, grace.
8. Say what the poet wishes you to do.
9. Write down any lines which you think specially striking.

ENGLISH Prose

1. Read the Dalton English Course, Book I, Pages 17-18 ; pp. 22-25, 27-29 Consult dictionaries for difficult words and come to me for help when necessary.
2. Describe in your own words how king Arthur obtained the Excalibur.
3. Suppose you were Sindbad ; write an account, in your words, of your picnic on the sea-monsters' back.
4. Write a letter to Sindbad, asking him if he would kindly send one of his small diamonds as a contribution to your school sports fund. Do not forget the address and date, or the diamond may go to the wrong place.

COMPOSITION.

1. Write out the following sentences and insert 'their' or 'there' according to the sense :—
 - (a) I saw that — were several boys late.
 - (b) — are two larks singing in the air.
 - (c) The horses ran away from — drivers.
 - (d) — hats are not clean to-day.
 - (e) — were four prizes given in — class.

TRANSLATION from BENGALI into ENGLISH.

1. Translate the following passage, especially noting how the Bengali verb 'করা' can be rendered into English in different ways :—

ESSAY.

1. Write an essay on the Elephant, follow the instructions given in the last assignment
Submit your khatas to me after your have finished.

Be sure that you know the answer you have written before you come to me to have them signed and mark up your work.

National Discipline

Given below is the scheme of National Discipline Training of Major General J. K. Bhosle, who was Deputy Minister of Rehabilitation of the Govt. of India. This scheme was first introduced in Camps, Homes and Colonies of refugees with some success. The recent announcement of the Ministry of Education that this scheme will be extended to secondary schools increases its importance for us and a discussion on this scheme by our readers will be highly appreciated. We have printed the general part of the scheme as we received it but have omitted the detailed statements of accounts and equipment given at the end.

One of the many problems which face the country at present and to which the attention of everyone, who takes an intelligent interest in the development of our younger generation at schools and colleges into useful citizens has been forcibly drawn during recent years, is the problem of indiscipline. Indiscipline is visible not only amongst students but can also be noticed amongst politicians, services' organizations, etc. While the country has made rapid progress in almost every other sphere, the problems of discipline has not received the attention it deserves. Countries like U.K., Germany and Japan have very high tradition of discipline. It is this trait of their character which makes these nations truly great. It is, therefore, imperative that in order to make our country equally strong and great, we must strain every nerve to build up discipline among our younger generation.

The growth of indiscipline amongst students may be put down to the senseless use of slogans and demonstrations which seem to have become the fashion of the day, in the political field to a misconceived notion of freedom a feeling that you have only rights and no duties, to a confused sense of values that literacy is education and that education received through a few text books and cheap notes is culture, to indiscriminate admission to colleges of students who are likely to benefit little by University education, to the unfortunate atmosphere of flippancy in which fun and frolic of the vulgar type have taken the place of morality and beauty, and possibly to a sense of frustration and lack of purpose in life.

Growth of indiscipline amongst politicians is alas due largely to greed for power. The principle of service of the country on which Mahatmaji had laid so much emphasis appears to have been consigned to the limbo of oblivion. This is not all. What is far worse is that unscrupulous and pseudo politicians do not hesitate to contaminate young students. If India is to become great, these things must be eschewed and discarded.

It is true that so long as India was under bondage we had no opportunity of tackling the difficult problem. But with the dawn of freedom, however, it now rests with us to grapple with this difficult problem in real earnestness. Fortunately for us we have amongst us a great leader and statesman who is loved and respected and held in great esteem and affection and on whom rests the heavy responsibility of giving a lead to the country. I have no doubt in my mind that with his help and guidance this vexed problem which has baffled solution so far will no longer remain a problem.

In this connection I venture to make a few suggestions. Discipline is normally imparted to young boys and girls in three different places, viz :—

- (a) at home,
- (b) in school and
- (c) when they go out in the world.

I am sure no one will deny that the home is the most suitable place where lessons in ordinary discipline can best be taught to young boys and girls when their minds are most receptive. In India, unfortunately however, the parents of young students, majority of whom are illiterate have not had proper training in discipline themselves and they are therefore not in a position to impart elementary training in discipline to their young children at home.

Training in discipline at home generally not being possible, it can therefore, be imparted only in schools and emphasis is laid on studies and attainment of bookish knowledge. This is not a happy sign and if we are to prosper as a nation, the present order of education shall have to be reformed. Great responsibility therefore devolves on the teachers for training the young generation on right lines and it is the duty of the teacher to see that a bond of active and responsive co-operation is established between him and the student during the whole process of his education and formation of his character. It will be clear, therefore, that if proper training of mind is not given to a student in the school too, he will not know how to use his mind when he comes out in the world. Students these days seem sometimes to lose their way and in periods of uncertainty, become easy victims of exploitation by extraneous influences which divert their attention from the pursuit of knowledge. The exploitation at the hands of unscrupulous agitators is a challenge to the teachers and students alike and it is time that this challenge is met boldly and steadfastly and with courage and determination. If one happens to be present at a congregation the lack of discipline both among the younger generation as well as elderly people manifests itself in many ways and cannot escape attention. Discipline cannot, however, be inculcated simply by fitting the young boys in khaki. Attention has to be paid to a host of other details such as cleanliness, mode of speech, dress, mode of sitting and standing in the class-room while answering a question, punctuality, behaviour towards his fellow children and in fact to every detail which would ultimately contribute towards this can be done only when we have got trained teachers for this purpose.

If discipline is not taught at home or school then we have no right to expect discipline from such students when they come into the open world.

I visited Japan twice. My second visit in 1943 was undertaken with a view to discovering how a small country like Japan with a population hardly equal to 1/5th of

this country and with its meagre resources could challenge the Anglo-Americans in 1942. Though the Japanese lost the war, there is no denying the fact that they impressed the whole civilised world with their sense of discipline, their patriotism and their spirit of sacrifice displayed in all the theatres of the Second World War. I found that in Japan every care is taken to see that sufficient attention is paid to the training of the boy particularly in the matter of discipline right from the time of his admission to the school till the conclusion of his studies. The spirit of patriotism is also instilled in him during his school days. One or two periods are exclusively kept apart for what is known as spiritual training. The curriculum of this training is worked out by the State with the sole object of infusing in the younger generation a spirit of patriotism. The spirit of patriotism displayed by the Japanese has no parallel in the world. I have myself watched a Japanese committing Harakiri on account of the failure of a mission assigned to him without the slightest compunction or reserve. A high sense of discipline and patriotic fervour inculcated in him, drive him to a state of frenzy which takes into account no other consideration except that of the country to which he belongs. We must not forget that this spirit of sacrifice has not been uncommon in the history of India either. Rajput history is replete with instances of warriors committing "Jawhar" when they had lost all hopes of success. I am all in favour of reviving this dormant spirit in a systematic and scientific manner.

After a careful and detailed analysis of what I saw there, I have come to the conclusion that the Japanese possess three great qualities namely, Discipline, Patriotism and Self-sacrifice.

I must make it clear at once that I am not enamoured of the Japanese but I certainly do admire some of their virtues and qualities and I think it will be a good thing if we could profitably develop these virtues among our younger generation to the advantage of our country.

Specially trained teachers should be posted to schools and colleges to discipline the younger generation. They will be required to perform the following tasks :—

- (a) Instil discipline in the students,
- (b) Make them healthy through physical and military training.
- (c) Impart spiritual training.

In the country there are several lacs of ex-service men willing to serve in any capacity. Among them a good number are first class trainers who could be entrusted with the above tasks. They are particularly well-qualified and fitted for this kind of training. Simultaneously civilian teachers already in schools can also be trained for this work.

These instructors will, of course, have to be put through a short refresher course to ensure uniformity throughout the country. When this batch of instructors is trained at special training centres, they should be posted in various schools and colleges and they should in turn put teachers through a short course—define the relations between the teachers

and their pupils—of what to expect, how to note and check the faults which manifest themselves in the students in their young age. Unless and until the teachers know how to detect and correct faults while in and outside the class rooms, the mere posting of instructors for physical and spiritual training will not have much effect. A great responsibility therefore devolves on the teachers who are with the children for the greater period of the day, of keeping an eye on the students' faults and correcting them effectively. In this connection a special list of "DO'S" and "DONT'S" will have to be worked out.

As regards (b)—physical and military training—the course should be simple and attractive and graceful of performance and the aim should be to turn out smart and healthy students thoroughly disciplined to face the problems of life. The actual details of this course can be worked out, if the scheme is accepted in principle.

As regards (c)—spiritual training—I would suggest that a Committee might be set up to go into the question of determining the curriculum with due regard to India's ancestral heritage, culture, stamina of the people and traditions which would help inculcate in the younger generation, the qualities of leadership and patriotism. To my mind, spiritual training is most essential for building up, on progressive lines, a young nation like ours.

There is yet another important factor which cuts at the very root of indiscipline and that is the proper training of the eyes which play a very important role in developing one's character and personality. Whenever I have had occasion to enter a classroom in a school, I have invariably found the students turning their eyes towards the person entering the classroom. Such a thing would not happen in a disciplined class, this shows lack of concentration. In Germany and Japan the Armies had to undergo a very comprehensive course of training of the eyes. I have experimented on it in Bombay and Delhi and am very happy to say that the result has been very encouraging.

The main idea which has prompted me to suggest the introduction of this training is to discipline the student world which will incidentally infuse in them the spirit of patriotism and sacrifice.

A SCHEME FOR TRAINING IN DISCIPLINE

INTRODUCTION.

I am convinced beyond the shadow of a doubt that the method that we are trying to adopt, though only as an experimental measure, promises unqualified success in the direction of imparting real and solid training to our younger generation. Naturally, in this scheme the inculcation of discipline occupies a supreme place. Any form of discipline, if it is real, will have some semblance of military training. But it can have nothing whatsoever to do with regimentation as such. Regimentation, as it is loosely referred to by many, is associated with a degree of undesirable features like the subordination of all individuality to some cast-iron uniformity and restrictions. The scheme that we are trying to put into effect is almost the opposite of what is commonly known as regimentation. In our scheme, every single child develops a natural pride in his own individual personal

qualities of intellect and character. The emphasis is all the time on the child's self-reliance, concentration and sense of patriotism. The child is all the time encouraged to look upon himself as a very potential future citizen of India who will develop himself to fit into that role in due course. The faculties the child will develop under our scheme will make the maximum contribution towards enabling the child to develop to the highest level of human endeavour and achievement. There is the constant suggestion underlying the entire training that what the child is going to be depends entirely on himself and that he is no way subjected to irksome restrictions or exterior control that is likely to curb initiative and bold enterprise. There is, of course, no gainsaying the fact that no discipline worth the name can be given to each individual boy or girl separately except in highly developed countries where the parents at home and the public schools of the country provide sustained degree of training for the child at home and at school. This, of course, is not practicable in India for sometime to come.

In the circumstances prevailing in India today discipline can be imparted to children only *en-masse*. It is thus necessary to give the training *en-masse* for the time being that gives the whole scheme an appearance of military method. This is entirely superficial and in any event this appearance of a military bias should not be confused with regimentation at all. The reason is, the whole approach is fundamentally different from the concept of regimentation. Regimentation avowedly sets out to crush the individual and make him feel that he is only a small part of a huge machinery with no thought or feeling or ambition of his own. On the contrary, this scheme from the very beginning lays special emphasis on the pride of the individual in himself and actively encourages qualities of self-confidence and self-reliance.

I hope that I have succeeded in convincing you that the approach of this scheme is absolutely correct and will in no circumstances lead itself to abuse or degenerate into anything that may be construed as an attempt at regimentation.

Perhaps it may not be out of place to mention the fact that we are actively engaged throughout the country in encouraging the N. C. C. because we want the youth of the country to take to military training enthusiastically so that if ever the need should arise, young Indians may not be found totally unprepared for service in the cause of the country. There is also the territorial force for which it is still so difficult to rouse enthusiasm among the young men. This is partly due to the fact that the right attitude of mind has not yet been developed in our youth.

After all even in our Parliament the need to give military training including weapon training has been urged for all adults.

II. THE SCHEME FOR DELHI STATE

The small experiment conducted with this scheme in Kasturba Niketan and Nava Hind High School having proved an unqualified success according to competent and

impartial observers, the next step has to be considered and a practical scheme drawn up with a view to introducing the scheme over a wider field. It would be desirable, as initial effort, to apply the scheme to all the 53 Government High and Higher Schools in Delhi State. The original experiment having been conducted in two schools in Delhi, it is quite appropriate that the expansion of the scheme also takes place in a widening circle in Delhi State itself. One of the advantages of choosing Delhi State schools as the first subject of the experiment on a larger scale is that the experiment over a wider area would be conducted within the Union Ministry of Education. Any adjustments that the Union Ministry may consider necessary during the process of the experiment could be carried out promptly and the results of such adjustments also assessed without delay. Thus we ensure the movement having the benefit of the constant watch guidance of the Union Ministry.



".....If this Journal lies unheeded in the offices of Principals of Colleges and Headmasters of High Schools or is just passed on to the staff room to add to its meagre stock of educational journals, it will be love's labour lost! What is needed is active interest in it by the teachers which should express itself in its study, the discussion of the problems and issues raised in it and, if possible,—or am I being too optimistic?—expression of views by practising teachers about them which we shall be glad to publish....."

Sri K. G. Saiyidain in the Foreword
of Teacher Education.

REVIEW

Teacher Education:

Journal of the All India Council for Secondary Education, 4/19, Asaf Ali Road, New Delhi.

Annual subscription—Inland—Rs. 3/-. Foreign—6 Shillings.

We have five issues of the journal before us from January to May and feel that it is one that every teacher should get acquainted with. The Editorial describes it as "a venture of faith" and Dr. Saiyidain, Educational Adviser to the Government of India and Chairman of the Council has invited all teachers, heads of institutions and Directors of Extension Services to accept it as a vehicle for conveying their educational ideas and experiences to the teaching public.

As a major venture of the All India Council for Secondary Education the activities of the Departments of Extension Services find an important place. The "Extension Services Newsletter" is published every month. This portion however, suffers slightly of incompleteness in so much as reports received later than the second of a month are not published—not even in the next issue and, as a result, certain areas of considerable activities are left blank. It may help some of the more inefficient ones like us if the newsletter is transferred from the first to the last pages of the journal and the last date extended by one or two days.

Then, the future plans and programmes of the Extension Services have received some attention. Further expansion of the work with the limited funds at the disposal of the Council for the purpose and its continuance after the expiry of the period of aid by the Ford Foundation were two important points of discussion at the fourth meeting of the Council at Baroda held on the 21st December, 1956. Regarding the first point it was decided that the limited funds should be made to go a longer way by obtaining assistance from the States' Governments and reducing the salary scales of the Co-ordinators to be appointed hereafter. We cannot but consider this as false economy because, firstly the lower salary scale will not attract a person senior enough to be a good Co-ordinator and secondly, it would lead to very little, actual, saving—the Co-ordinators' salaries being a minor item of expenditure in the whole scheme.

As regards the second point, the Extension Services were requested to try to justify their continuance through successful work so that the States' Departments of Education may consider them worthy of permanence. This is quite acceptable, because, in these days of financial stringency, it would be too much to expect States' Governments to interest themselves in a programme the value of which has not been proved.

Another valuable proposal taken in the meeting of the Council was that each Department of Extension Services should develop at least one experimental school in which new

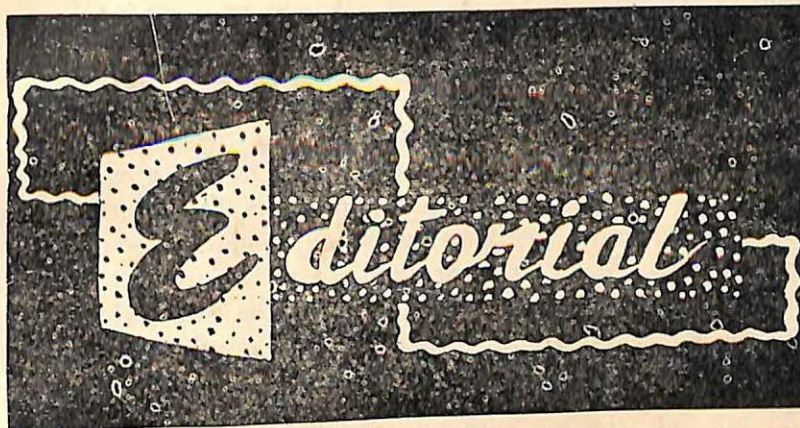
methods would be applied. This should not be difficult in view of the fact that most of the Departments have by now developed close contacts with some schools in their areas of activity.

There is a quite lot of material about teachers and their training. There are articles on teachers' training in the U. S. A. and U. S. S. R. It may interest our teachers to know that, in the U. S. A., taking in-service, training leads to either financial advancement or to academic credit towards higher degrees for teachers. This makes us feel that our refresher courses would have gained tremendously in popularity if some such value could be attached to them.

There is a very sympathetic article by Miss K. Sen Gupta about certain misunderstandings about teachers which we endorse wholeheartedly for we have also felt that teachers are not originally mercenary, but they become so out of frustration due to neglect. It is strange indeed that their opinions are generally never asked for in matters of education though they devote their lives to it.

Details of the proposals for the revision of the B. Ed. syllabuses have been given important place in the April and May issues of the journal.

These and articles on methods of teaching and evaluation by important educationists like Dr. Griffin, Dr. Mendenhall, Dr. Mikelson, Dr. B. S. Bloom and others not only give us food for thought but also indicate which way our system of Education is expected to progress in the next ten to fifteen years. They make the journal a must for all connected with secondary education and we should like to announce that our Department is subscribing five copies each month so that our friends may have ready access to it.



Review of Work

We must confess, at the end of the second quarter of 1957, to a slowing down of our activities. There were reasons for it. Firstly, the general elections took away a large proportion of time and energy from all of us and then, there was a great deal of worry and last-minute activity in connection with the upgrading of secondary schools. This is the first year of the introduction of the multipurpose system and many pitfalls are naturally expected. Mistakes are being committed, but there is no need to hold up our hands in consternation because this is the only way a democratic system can develop. With all these distractions, the Summer Holidays were upon us before we could see our way properly and, with the Holidays,—the new Influenza !

However, it is not that all our activities were completely closed down.

A meeting of the Association of the Teachers of English of West Bengal was held on the 15th of April with a programme of 'One Minute Self Introduction'. This programme took the whole of the evening because attendance was fairly large and some teachers took much longer than a minute to introduce themselves.

Two special meetings of teachers of English were also held.

The first meeting was held on the first of April for a discussion on 'Problems of Teaching English in Our Schools'. Mr. O'Brien of the British Council, Mr. Catford of the Edinburgh University, Mrs. Taylor of the Scottish Church College, Mrs. Phullara Roy of SriSiksayatan and Miss Lotika Ghose of the Institute of Education for Women were present. The main problems ultimately boiled down to two, ie, lack of background and opportunity of speaking English for the general lot of school pupils and the weakness of the teachers of English in English, specially spoken.

The second meeting was held on the second April when Mr. Catford was kind enough to address a group of teachers of English on some important points to be considered in the teaching of English.

A few words about teachers' associations will not be out of place here. It is not strange that these should be run mainly by a few enthusiasts while the majority remains passive. This is how almost all associations are run, but these being professional associations should make a difference. Be it generally admitted or not, we teachers know that, as builders of the nation, our work is no less important than all the other projects and plans of the country put together, we also know that our professional abilities fall far short of what our vocation calls for. Our clear duty, in these circumstances, is to strive for improvement, not for our own advancement only but for the sake of the nation.

The authorities are now awakening to this need of the country and making special arrangements for the in-service training of teachers. While taking full advantage of these courses we should not rest content with what is thus being offered in doses but stride forward to take up the leadership in the making of the human material of our democracy. For this we need self-development and the strength of association.

Teachers' Associations in most progressive countries of the world today are considered and respected as authorities in educational matters. We should like to request our teachers to enhance the dignity and influence of the profession by associating on their own merits and bringing themselves forward before the eyes and ears of the country.

The training courses should not be underestimated either.

We are now running a session-long course for teachers of English. It started from the 12th April, continued upto the 14th May, 1957 and will start again with the re-opening of schools after the Summer Holidays. The classes that were held were conducted by Mrs. Taylor, Miss Ghose and Mrs. Karlekar. Mrs. Taylor delivered lectures on phonetics and gave a good deal of practice in correct pronunciation of English. She distributed cyclostyled notes on common errors. Miss Ghose took classes on the appreciation of poetry and distributed literary material for practical work being done in the holidays. Mrs. Karlekar conducted two workshop sittings on the application of the structural method of teaching English. The first sitting was opened by Mrs. Sadhana Guha with a short talk on her own experience in the matter and was followed by statements of problems by teachers. The problems were specifically worked out in the second meeting and two important ones, namely, (1) how and when to introduce grammar and (2) how to use modern methods in classes with inadequate background were taken up. Certain methods were suggested and every teacher was given some assignment to work out.

We felt, in course of the classes that the teaching of English offers quite a good field for research and should like to hear from persons who are willing to take up such work.

A short term intensive course for Career Masters was offered from the 29th May to the 29th June, 1957. This was organised by the Bureau of Psychology of West Bengal

and sponsored jointly by the Departments of Extension Services of the David Hare Training College and the Institute of Education for Women. There were eleven women in a class of thirty six and thirty four schools from all over Bengal were represented.

A meeting of teachers of Anglo-Indian schools interested in a craft centre was held on the 25th April to discuss the possibility of holding a training course on arts and crafts. A tentative programme was drawn up which will be implemented if a sufficient number of teachers are willing to join.

The Zonal Conference of the Departments of Extension Services in Training Colleges in the Eastern Zone of India was held on the 8th April at the Institute of Education for Women. The David Hare Training College and the Institute of Education for Women of Calcutta, Binay Bhawan of Santiniketan, Patna Training College and Teachers' Training College of Turki were represented. Sri Natarajan, Director of Field Advisory Services of the All India Council for Secondary Education, conducted the meeting. After discussion on various matters of administrative detail, Sri Natarajan suggested that at the end of their Second Year's work, these Departments should be able to develop some model experimental schools in their localities.

This suggestion was further discussed in the meeting of the Advisory Committee of the Department of Extension services of the Institute of Education for Women where Sri J. C. Dasgupta, A.D.P.I. Sm. Monorama Bose, Chief Inspector Secondary Education (Girls) and Sm. Mira Halder D. I. of Schools, Calcutta and 24 Parganas were present among others and it was decided that a few schools should be selected for experimental work for development as model institutions. Miss Manorama Bose also suggested that the Department should try to help schools in the introduction of cumulative record cards for pupils and of reports on teachers' work for the selection and recognition of the best teachers of the State. She also suggested that a conference of headmistresses and headmasters should be organised to discuss problems regarding upgraded, multipurpose secondary schools.

We should like to draw the attention of headmistresses towards this proposal for development of model schools at the secondary level and request them to come forward in this joint activity so that the quality of secondary education may be improved through collective efforts. We should also like to draw their attention to the possibility of financial aid as published in the May issue of Teacher Education.

Teachers' Quarterly

Vol. II. III. September 30, 1957

FOREWORD

The examination season is drawing near.

The school session which started with a slow tempo in January is drawing to a close and there is a noticeable quickening of pace for finishing schedules of work and covering syllabuses.

The more serious pupils are already preparing for the annual examinations. This process will go on till it reaches a feverish frenzy on the eve of the annual examinations, the formerly neglectful parents engaging tutors and the erstwhile slacker burning midnight oil.

And—then—it will be all over in a few days. The work of a whole year will be sought to be encompassed into the efforts of a couple of hours and, then,—with a sigh of relief—completely forgotten. Books will be stored away, khatas representing hours of work mercilessly thrown away. Thank goodness—it will be all over!

It will be the turn of the teacher to burn midnight oil. The results must be out on the specified date. The answer scripts have to be corrected and evaluated, marks entered and tabulated; and pupils graded and promoted or otherwise.

The day of promotion is a day of sunshine and showers,—some results expected and no doubt, well deserved; but others are disconcertingly unexpected and unmerited.

Take one particular class, for example. Lina, who usually tops the list, has come out second this year. She is steady, diligent and painstaking and has worked earnestly from the first day of the year. The clever slacker Mina, who has topped the list has a wonderful 'quick—quick' learning and forgetting process, an uncanny knack for guessing correctly and a remarkable 'by-hearting' capacity—to use an eloquent school slang.

But ask any of the class teachers, and they will tell you unanimously that the best girl in class is, really, Bina who has come out fifth in rank. Her love of knowledge never allows her to stick to the set texts. She is remarkably well-read and well-informed for her age and she is extremely intelligent too. But her knack for writing stereotyped answers to stereotyped questions is limited and she has no capacity of 'by-hearting' answers written by others. And, so she misses all the honours.

Let us have a look at the other end, Rina has not been promoted. She is by no means the dullest girl in class and her work throughout the year has been steady,

although mediocre. But, illness and trouble in the family at the time of the annual examinations has prevented her from getting pass marks as she is of a nervous and highly strung nature. But Nina's case is nothing short of a miracle. She is lazy, inattentive and irregular. The class teacher is extremely surprised at her having secured pass marks in every subject, but, no one is more surprised than Nina herself. Examine her again now, and she will not perhaps be able to answer a single question. But she has passed, and she has been promoted, while Rina has to spend another year in the same class.

This drama is repeated year after year, till it culminates in the grand hazard of the School Final Examinations where the frenzy of preparation is more long drawn out, the stakes are higher and the results, often, more unexpected.

This stereotyped and mechanical system of examination and evaluation that leaves umpteen loopholes for chance and subjectivity is perhaps the greatest single influence petrifying the whole system of education. No reform of the school is really possible without some reform of examinations. Pupils and parents, teachers and administrators are alike dissatisfied with this huge monster that rules our educational world. But the problem appears to be too vast and complicated to be tackled.

But a beginning has to be made; and beginnings are being made. While educational authorities in the Centre and the States are trying to tackle problems of reform of public examinations, we in the schools can make modest beginnings by gradual use of more progressive and rational tools for pupil evaluation.

Each girl is a vital, human personality. Each has her own special talents and tastes, her peculiar gifts and her burdens. Each is an individual—unique in her individuality. How little justice can be done to them by evaluating them merely in terms of marks obtained in Mathematics and English, History and Geography in the annual examination. We teachers and headmistresses know this very well. But we are diffident and we feel harrassed by work. We are frightened by big technical names and keeping of cumulative records is imagined to be something requiring very much more time, energy and technical skill than we possess.

But, nevertheless, we are accumulating records in our minds all the time. How do we know, otherwise, that one girl is improving in her work, a second girl is deteriorating, while a third is stationary. We know who is painstaking, who is attentive and who is artistic and the girl who is a good organiser. We know the good and the best and we know the bad and the worst in every sphere. The average also is thus known to us. This is the stuff of which five point scales in the cumulative record cards are made. We know our girls far better than we realise. Our "teachers' estimates" off the record are often far more reliable as total assessments than the bare annual examinations marks that we enter in the progress report. It is not, perhaps, possible or desirable to do away with annual examinations at this stage. But, can we not make a small beginning immediately, by considering records of the year's work along with results of the annual examinations and by including personality traits in our evaluation of pupils.

I know of schools who have already made a beginning. Let us all begin now. Those who have been the first to start are requested to send us reports of their work which will be encouraging as well as helpful for those who are starting now.

The New Secondary Education and the Multilateral School in England

AUSTIN A D'SOUZA

I

The present age, more than any other perhaps in the world's chequered history, has been and continues to be one of upheaval, change and flux. Two world wars, the rise and fall of new philosophies, and a technological revolution that dwarfs even the Industrial Revolution, have changed the face of the world and made a return to "normalcy" impossible. Once again we stand

"Between two worlds, one dead
The other powerless to be born."

We must realise that the "good old days" can never return, and we must re-think our values and deliberately plan the New World Order, everyone is talking about. This can be done not through economic blue prints, or a more efficient industrialization, but mainly through education of the right type, and countries all over the world are revaluing their educational ideals and endeavouring to set their educational houses in order.

During World War II, England, more than any other country, perhaps, was shaken out of its lethargy, its "taking-for-grantedness," as the late Sir Fred Clarke called it, its provincialism, its somewhat blind and irrational love of tradition, and its educational neglect of the majority of the children which are its most precious assets. "It is upon the education of this country that the future of this country depends" was the inspiring motto of the famous Education Act 1944 which was meant to be the cornerstone in an edifice of reconstruction that would change the face of England, make her an example to the free peoples of the world, and win for her "empire of influence" to compensate for the "empire of power" she had lost,

Such at least was the ideal underlying the Act, whether it would be realised remained to be seen. The Act was merely an earnest of good faith, it provided the framework, it remained for educationists to make it a reality and for the mass of the people to give it life and vitality, for this was an act for the people which could only be made effective if they cooperated whole heartedly. Otherwise, it would remain a dead letter on the Statute Book and like Hamlet, "breathe the air promise-crammed."

The most striking feature of the Act was its definition of education as a continuous process from the cradle to the grave. In this lifelong process, the Act distinguished three

main stages, primary, secondary and further, but while it made far-reaching changes in the first and broke new ground in the 3rd it is with regard to the Secondary stage that it marked a real landmark in the history of English education. Truly has it been said that the Act marked a revolution in the sphere of Secondary education.

The true nature and extent of this revolution is not always fully grasped for it was a revolution both in quality and quantity, in kind and in degree. It is true the Act was not original in as far as it was an extension of the 1902 and 1918 Acts, and incorporated the findings of Spens, Hadow, and Norwood Committees still it was a definite advance in its war cry of "Secondary Education, for All." No longer were there to be two systems of Education, an Elementary System for the mass of the people providing an education that ended abruptly at 14, and a Secondary system for a selected minority who had either the brains or the good fortune to win a scholarship, or the money to pay for it. Before the War 85% of the children had no education of any kind after 14, of the remaining 15% only 9% stayed at school till 17 of 18 and only 2% reached the University. This was a shocking waste of human materials, and the War brought this home to England; it also vindicated the "average man", for whom the war was a personal triumph. People realized that he deserved much better of his nation, and that he should be given his fair share of the "goods of the body, and of the spirit"—that he was entitled not only to a common minimum standard of living with regard to material things, but also to share in that common body of learning and culture which was his natural heritage so that he could be a better man and a better citizen. The demand became universal and all parties united in 1944 to pass the Act by which "the privilege of the few became the right of all" and the "ladder" became a broad highway along which all the children of England could march shoulder to shoulder to a more complete education, and consequently a richer and fuller life than they had ever enjoyed before,

"Secondary Education for all," however, was more than a mere quantitative advance; it included a new conception of what secondary education is, or at least, should be; and in its interpretation of the true nature and scope of secondary education, it marked a much greater revolution than the mere extension of this privilege to everybody. Till the 19th Century, Secondary education was synonymous with the Grammar School training of the intellect through Latin and Greek. This narrow curriculum was extended by Arnold to include "modern" subjects like History and languages; the scientific movement and technical necessities led to the grudging admission of the Sciences, and largely as a result of eloquent pleading of Ruskin and others the aesthetic and practical subjects were included, and, thanks to Herbert Spencer, physical education also found a place.

Thus piecemeal, the curriculum of Secondary Education, was being put together in the Public and Private Secondary Schools, and when the Balfour Act of 1902 established the foundation of a state system, it conceived education at the Secondary level as the provision of "advanced courses" in certain subjects.

The famous Hadow Reports broke down this very limited idea. For the first time Secondary Education was conceived as a distinct stage in the process, which must take "the

tide of adolescence" at its flood and lead it on to fortune. To achieve this objective, a mere teaching of subjects for intellectual discipline was realized to be inadequate, nor was the Grammar School type the only, or even the best, type of education. Children were not "miniature adults" to be educated on logical, adult and stereotyped lines; they differed in ability and aptitudes, interests and capacities, and secondary education must cater for and develop these to the utmost to train the many-sided personality of the child to full maturity. Hence the Hadow report advocated not one cut and dried system, but an education of various types to suit various types of children. The "Spens Report" consolidated its findings and advocated three main types of Secondary education, Grammar, Technical and Modern and the Norwood Committee claimed to discover a psychological justification for this division by its discovery of "Academic," "Applied Science," and "Practical" Groups of children. The 1944 Act gathered together all these findings and formulated the new conception of Secondary Education that had evolved in the 20th Century,

It defined Secondary Education not in terms of certain subjects to be taught, but as an education suited to the "age, ability and aptitudes" of the pupils, and laid upon the L. E. A's the duty of providing "such variety of courses and schools" as would cater for the 3 A's in respect to all children at the Secondary level. This conception was further clarified and enlarged in the Ministry's pamphlet "The New Secondary Education" where a live and complete secondary education was defined as one which promoted the full development of every individual child, which connoted that "attention must be paid not only to the intellectual, but also to the social, emotional, physical and spiritual growth of the child."

The education should train the mind has always been accepted; for centuries it did little else. That it should promote the physical welfare and emotional well being have also been generally recognised, at least since Ruskin's time, and the findings of Freud and the Psycho-analysts. The late Victorian conflict between "Church and State," tended to obscure the previously taken-for-granted spiritual foundation of education. But the stark realities of the war, the spread of juvenile delinquency, and the break-down of moral standards, led to a searching of hearts and Religion was by the 1944 Act once again enthroned in its rightful place in the schools.

On these points there is general agreement. But there is much conflict of opinion on the nature, scope and purpose of the social element in education. Yet a true understanding of this element is important if the first few are to achieve their goal. That, as Sir Percy Nunn stated, "Individuality is the ideal of Life" and of Education, most peoples would admit. But this theory can be carried to extremes, as it has been in some states in America to justify the most vulgar forms of "self-expression" as opposed to the true "self-realisation," Sir Percy had in mind. "Man was not created for himself alone," he is a member of the human family, a unit in a community in which he lives and moves and has his being, which he influences and which influences him in return. Hence the School, as John Dewey insisted, cannot be isolated from society; and a child must be prepared to live in community and harmony with his fellows. The School is further not merely a preparation for life, for it is here a child first

learns the elements of community living and the theory and practice of citizenship for he is a social being modifying and being modified by the changing environments in which he finds himself.

Education then cannot be purely individualistic—it is no use developing children's individual abilities and aptitudes, if we can put before them no worthier goals than individual gratification or self-expression in the selfish service of which they can use their ripened powers and abilities. Education is for life, and that life has to be lived in the society of our fellow-men, hence education must be related to the needs of society, it should be, to a large extent, "social philosophy in action", and have a definite purpose if it is not to end in futility.

What is this social purpose to be? Have we to educate children to fit into the existing social system, to give them in 18th Century parlance, "an education suited to their state in life", or one that will enable them to change the existing set-up? Shall we "cream" off the best and concentrate on them, or lay emphasis on raising the general cultural level of the country? Can "equality of educational opportunity," for all children be made a reality, and "parity of status" a practical achievement? These were some of the problems demanding a solution before the Act of 1944 could fulfil its promise.

Since the first World War England had been changing rapidly, socially, politically and economically. The philistines and barbarians of Arnold's days were not only better educated but being drawn close together. Disraeli's "two nations" were slowly being merged into one, and England was, through the extension of the social services, on the way to becoming a true political and social democracy in which the "Have-nots" were granted many of the rights and privileges hitherto enjoyed exclusively by the "Haves". Progressive educational thinkers in England became aware that a new society was being built up, and in this process education must play its part. Education could no longer afford to be static, to reflect the attitudes and values of an out-dated, class-riven Society. It had to be dynamic for not only had it to iron out the remaining irregularities, but to educate the masses to be worthy of the rights and privileges granted to them for the first time. Rights imply duties and responsibilities. In the past a few enjoyed the rights and shouldered the responsibilities; in the future all would be called upon to share in political, civil and social rights, hence they had to be educated to bear the corresponding responsibilities.

It soon became apparent therefore that the birth of a new conception of secondary education, once its full implications were realised, was almost bound to create a demand for a thorough reorganisation of the existing system of education. Tradition was subjected to the rational criterion of universality and equality of opportunity, and the traditional organisation, control, and curriculum began to be reassessed in the light of the true nature and purpose and scope of secondary education in a democracy. This did not of necessity imply, as some radicals suggested, a complete scrapping of the old system, for it embodied many valuable elements, and, as the late Sir Fred Clarke eloquently said, "it can yet out of its treasure bring forth new things and old, and, while remaining itself, adapt itself to new needs and

necessities," hence planning, he insisted, must not ignore the past for, "the way to the future lies, not through any Utopias but must be built on foundations that already exist".

Still there had to be a willingness to experiment with new ideas to achieve the new ideals, or else the old system was bound to continue under new names. The main problem—once agreement is reached on the type of education to be given and its goal—is an administrative one. What type of organization will best achieve the physical, emotional intellectual, social and spiritual development of the child? Was the existing secondary set-up educationally sound? Was it capable, qualitatively and quantitatively, of producing "equality of opportunity for all," which was the primary target of the 1944 Act?

In the writer's opinion the existing tripartite system in England is defective in many respects. This is quite understandable for it is the product of history, not conscious planning, and is the outcome of the socio-economic forces and ideals of many ages, not sound educational theory. Even if we disregard the "Public Schools", which appear to be an anachronism in a democracy, catering as they do for a privileged caste whom they educate in isolation from their fellows, the three types of State Secondary schools represent, "not one system but three, different in history, aims, social status and ethos, and separated by gulfs of social snobbery". They were created at different times with different ends in view, and their respective products were divided not only in the work they did but in their attitudes and outlook.

The State Secondary Schools were born of a marriage of convenience of the old endowed Grammar Schools, which were falling into desuetude, and the "Higher Elementary Schools" which progressive School Boards began founding after elementary education for all was established by the 1870 Act to meet the demands of the middle classes for a more advanced education than was provided in the ordinary Board Schools. They were "poor relations" of the Public Schools to which they looked for guidance and inspiration. Hence they were wholly academic in their curriculum and their approach to it, but, whereas their mentors did place more emphasis on character training, the followers were frankly utilitarian in character and were sought after not as providing a "liberal education" but as a means of getting on in the world and an open sesame to the much coveted White Collar jobs in the Civil Service and the professions. In their own narrow sphere they were responsible not only for directing the best brains away from industry and technology on which England's greatness depends but they also widened the gap between the professional man and the worker and artisan.

The Technical Schools were started early this Century when it was realized England was falling behind in the race for industrial supremacy, and when the demand for trained workers and technicians became too great to be ignored by the Schools. At first they were narrowly vocational in scope, training for a particular trade and providing very little in the way of a general education, which perhaps accounts for their low social standing. The Spens Report redefined their goal "A liberal education" for those entering industry or commerce, "with science and its applications as its core and inspiration" which would

enable them to take their place in a true Secondary system. There is no doubt that a broad technical education can be liberal in the best sense for those whose intelligence flows in practical channels, and if the Technical Schools are reformed in the light of the Spens Report they will be worthy partners of the Grammar Schools. Two things militate at present against true "parity of status"—their poor social standing and the fact that they recruit at 13 plus so that they get only the second best brains. If they are not separated from the Grammar School, if their curriculum is widened and deepened, if they can share the best brains with the Grammar School, there is no reason why they cannot achieve parity of status. Conditions outside the school are favourable, for the wall dividing the "White collar" worker from the artisan is being broken down. In fact the latter are not only better off economically, but are showing signs of developing a snobbery of their own! Every dog has his day.

The "Modern" School also dates back to recent times when progressive School Boards began adding "Higher tops" to their Elementary schools for the large number who stayed on after 12, till their activities were stopped by the Cockerton judgment. Soon however the position was legalised, and, after the 1902 Act, most elementary Schools had them. After Hadow these "higher tops" were in many cases transferred to "Central or Senior Schools" which received all the "left overs" after the fortunate or clever minority had been creamed off for the Grammar Schools. These schools were, it must be remembered, Elementary and were treated as such for teachers and equipment, and so could never enjoy the status of the Secondary Schools even though the education they gave was of a secondary character. The 1944 Act dignifies these schools with the imposing title of "Secondary Modern School" and promises them equality with the Grammar and Technical Schools as regards staffing, equipment, buildings and other amenities, and, in name if not in fact, "parity of status". But a new name and the waving of an administrative wand cannot accomplish miracles. The old associations still cling to those schools which will have to wait long even to get equality of material conditions with other schools, and, perhaps forever for "parity of status" so long as they are segregated from them. They have no traditions to guide them and the raising of the school-leaving age forces them to work out a new integrated four year course that will give "a general education with a vocational bias," in theory to "practical" children, in practice to 75% of the nation's child population, ranging from idiots to those perhaps of near genius who are temperamentally unfit for tests of all types, and with an "infinite variety" of aptitudes, who are dumped in them after the best and second best have been carefully creamed off and sent to the Grammar and Technical Schools.

These then are the three prongs of the Secondary trident—different in origin, aims, character and traditions; different in the type of children they receive and social standing they enjoy as a consequence; different in the types of jobs they lead to and prestige they enjoy. Can these three types of Schools, segregated from one another not only in place but in the eyes of the public, even achieve "parity of status", or give "equality of opportunity?" And, more important, will this tripartite division help to break down the barriers that divide class from class, or will they strengthen and perpetuate them and thus make a true social democracy impossible?

Is the Tripartite system justifiable on social grounds? It is not easy to answer this question. The social status of various types of schools depends in large measure on the social attitudes of the world outside their walls. As long as certain social avocations enjoy a greater prestige than others so long will the schools that prepare their pupils for them rank higher than others. The Tripartite system is largely the mirror of a stratified society, and reflects its social values. If the stratification was rigid and fixed, as it was in Arnold's time, one would perhaps have to accept Tripartition as a necessary evil. But this is not so. Society in England is in a state of flux and change, lines of demarcation between class and class are being blurred, the "manual workers" are coming into their own, and the Upper class being merged into the middle by Death Duties and Taxations the Social Services are making the privileges of the few, the rights of the many. England is in short, well on the way to becoming a true Social Democracy. Hence a School system which is static, which is the mirror and map of a class-riven society stands condemned.

II

Besides is not the business of education, in so far as it lies in its power, to accelerate this progress and to train its pupils not merely to fit into society, but also to change it? The Tripartite system was conditioned by the socio-economic forces of a stratified society; the New Order must accept its valuable elements, but recondition it so that, while reflecting all that is worthwhile in the past, reinterprets education in the light of the principles of a true social democracy.

Socially then the Tripartite system is deficient: nor can it be justified as psychological or educational grounds. Tripartism is founded on the Platonic fallacy that mankind can be divided into three types, redefined by the Norwood Committee as the academic type, those who have an aptitude for applied science, and the practical type—for the first the Grammar schools, for the second the Technical, and the third the Modern. It is remarkable how snugly this classification fits into the existing system, and one begins to wonder whether it has any basis in fact or whether it is a case of "wishful thinking", a rationalization of the existing system!

On consulting the psychologists we find them almost en masse opposed to the psychology of the three types of special aptitudes. Some question the existence of "special aptitudes", preferring to talk in terms of "special interests", which, they state, cannot be tested objectively and which change according to the environment in which the child finds itself. Those who admit the existence of special aptitudes state that they number many more than three. "Original capacities," says Dewey "are numerous and variable". And even if they do exist, no completely reliable means of diagnosing them have yet been evolved, and to decide at 11 that a child has or not a particular aptitude is extremely risky, if not impossible, for many show themselves only at a much later age. Indeed Sir Cyril Burt,

after a weighty examination of all the existing evidence in two articles in the *British Journal of Educational Psychology* struck the death-blow to this theory when he stated "to propose a scheme of organisation which proposes to classify children at 11 or 12 according to qualitative mental types rather than according to general intelligence is to conflict with the known facts of child psychology".

In actual practice, however that the Tripartite system is based on difference of ability, those of the highest general intelligence and attainment going to the Grammar schools the second best to the Technical schools and the "also rans" to the Modern. Even this division, though far sounder on psychological grounds, is far from satisfactory. Though psychological tests of intelligence have a high degree of reliability for a particular time and place, they have no definite permanent value, and reputable psychologists are very chary about deciding a child's fate on this basis, even if they are supported by teachers' estimates and record cards.

As the Report of the Scottish Advisory Committee on Secondary Education puts it "Even though tests of ability have a high degree of validity yet a high degree of validity is not enough where the child's whole future is at stake. The disturbing effect of strain or health upset at the time of testing, the compensatory effect of character and ambition, the plus and minus value of home environment; the possibility of late development; the unpredictable change that will come with adolescence—all these together make it certain, that, once we have drawn the line, there will be above and below it a considerable marginal area containing some destined for success and some for failure, but which for which we cannot tell save by putting them to the proof".

Success in Secondary Education depends, as Sir Cyril Burt points out, not only on intellectual qualities but on physical and temperamental factors, on character and personality. The weak, erratic, and lazy genius may be a failure, while the sturdy, hard-working, average pupil may reach to top. Social factors also play their part. A child's innate intelligence may be fixed but the use they make of it and its consequent development or atrophy depend, as modern psychology insists, on their attitudes towards and relationship with their teachers, parents and other members of the many groups in which they find themselves. Difference of ability and attainment also depend on the child's interests, likes and dislikes, and these vary from time to time and depend on many variable factors.

From the wider educational standpoint too, segregation is undesirable. It will, it is true, enable the brilliant to reach the top, but it will isolate them from their less intellectually gifted brothers and sisters and tend to create an "intellectual elite" and a society based on intellectual snobbery. Besides "it takes all sorts to make a world" and surely a true school will have in it all types—not only the brainy, but the boy who is skilful with his hands, the good mixer, the athlete, and many other equally desirable types. It is on this principle that the best Public Schools recruit their boys, and it is one reason for their greatness. "There is some good in every boy" said Thring—every boy has his own unique quality, and all must mix freely together so that each can glean from his fellows something

which he lacks, and give them what he has. The professional man, the technician and the worker each has something to learn from and to offer the other, and the school must teach them their mutual dependence and that the contribution of each is as valuable to the community as the contribution of the other. Unless they learn this lesson in the simple community of the school, they will never learn it in the complex society outside—hence an education which excludes this valuable factor is a failure. Education is not merely instruction or intellectual discipline, it is the physical, emotional, social and spiritual development of children to prepare them for living with, and for their fellows.

On social, psychological, and educational grounds, then the Tripartite system, based on the segregation and direction of children into three different types of schools, stands condemned as being inadequate to achieve the fullness of the ideal of "Secondary Education for All" embodied in the 1944 Act. Is there any alternative?

A partial remedy for many of the defects and shortcomings of Tripartism has been suggested by Mr. J. Harold Whitehouse in his "School Base" plan. He proposes that the 3 types of schools, instead of being separated, be grouped together in a common campus with common facilities and equipment so that they will mix freely together. This plan would do much to break down the separateness of the 3 types of schools, but, we feel, it is not far reaching enough. The children will not "work" together, and distinctions are bound to remain as they do between the child of the "white collar" worker, who will not play with Johnny across the wall because his father is an engine driver.

The Multi-lateral School proposal drives Mr. Whitehouse's idea for bringing the three schools closed together to its logical conclusion. It is defined as "a school which accepts all the secondary pupils of a Community or a given area, and which embraces the whole range of secondary education not only in time but in diversity of courses, and in its provision for different levels of intelligence from the highest down to that at which a pupil ceases to find a place in a normal school", in short it attempts to provide a suitable education for all the children of all the people of the given area in a single institution at public expense. Such a school will include all the varied elements and types found in a community, and will give to each an education suited to its ability and aptitudes and to the needs of the community. The advocates of such schools claim that they are the natural way for a democracy to order its secondary education; that they alone will promote the success of the school as a community; and that they will avoid the major disadvantages of the Tripartite system such as selection and grading at 11, and the lack of easy facilities for transfers of misfits at a later age.

The social education in such schools should be able to provide the strongest card in the hands of the champions of the Multilateral School. They argue that if democracy is a way of life and a mode of association, whose reason for existence is the need for co-operation and fellowship among all types and conditions of men, then the Multilateral School is the natural and inevitable agent by which a democracy can achieve its goal for it will be as varied and multiple as life in its clientele and in the experiences it will have to offer. There can be no

real democracy, they hold, till all distinctions, social and intellectual, are abolished, and the organization of the educational system must be such as to hasten rather than retard this process. The Tripartite system was based on a class-riven social order, an economic and competitive order in which only the fittest survived. The Multilateral School will be a cooperative society in which mutual aid and fellowship are the law of life. The champions of the Multilateral schools are convinced that foundations of democracy and social reconstruction must be laid in the schools, even if, in the beginning, they are oases in the desert of a competitive and stratified society. Only if children are educated democratically will democracy become a reality, and it is absurd, they argue, to imagine that children reared in an atmosphere of rivalry and in isolation from one another will understand their fellows and value a society based on the common good. The 1944 Act aimed at "parity of status" between the various types of secondary education, this could not be achieved if at an early age children were segregated into mutually exclusive categories and schools. Education must cater for the varied aptitudes and abilities of individual pupils, but it must do so in one socially coherent community, the children may be divided into streams, but they can and must have as much of their education in common as possible, and this can only be achieved naturally and completely in a Multilateral School. And even if professional men, technicians, and workers separate after leaving school, it is vital that in their formative years at least they share in a common life and live in mutual respect, so that later in life each will realize the value of the other's contribution to the well being of society.

From the educational standpoint, too, these schools can claim many advantages. They by-pass and mitigate the dangers of the threefold segregation at 11+ and make transfers of "misfits" or "late developers", a purely domestic affair which has few harmful effect on the child.

Further the Multilateral School can cater for more than just three types, for, being much larger than ordinary fuctional schools and more generously staffed and equipped, it can offer a greater variety of those studies and activities which are the vehicles of education. It has the varieties of types, the age range and the share of high intelligence for lack of which the Modern School, if left on its own so often languishes. Its games and activities cut across curricular divisions, bringing together in common pursuits boys unlike in type and interest, and these new groupings means an investment of experience for all in the discovery by each of his strength and weakness in relation to the rest. Hence the advocates of the Multilateral School claim that it will give a true and more complete form of secondary education than separate schools. In it not only will the "intellectual develop his brain, but the other sides of his education will not be sacrificed to the pressure of his examination" while in its "infinite variety" every child will find the means to develop whatever aptitudes and abilitles he possesses.

There is, needless to say, the other side of the picture, Though the Multilateral School has many social and educational values, it also suffers from serious drawbacks.

To begin with to achieve their educational ideals, these schools will have to be extremely large to be a profitable investment—it is true that in America schools of this type exist for

500 pupils, but experts calculate that to be efficient, economical, and sufficiently varied they must have at least 1500 pupils. Apart from the immediate and practical difficulties of finding suitable sites in large towns and the materials, equipment and money for such schools in these difficult times, their actual organization will be extremely complicated. They will tend to be like huge factories, and there will be grave danger of depersonalizing the school and dehumanizing the pupil. There will also be the danger of such a school being merely a collection of sub-schools on a common campus having an administrative but not an organic unity. There is also the danger that the tone of such a school will be poor for the head will tend to be a mere Administrator, like the American College President, who will have little or no influence on his staff and pupils. "Equality of status" moreover, it is argued, will never be achieved among the various streams. The Grammar School stream will stay till 17 or 18; the Technical till 16, and the rest till 15—how can they hope to be equal when the first two streams will in all probability supply all the prefects and leaders in School, and on the playing fields? Hence its opponents argue that educationally such a system will result in waste and futility for it will exert a cramping effect on all three streams. The Grammar School will lose its atmosphere scholarship and its high level of 6th form work; the Technical School will not be able to develop in fruitful co-operation with the Technical College and the industrial world as it has done in the past; and the Modern School will tend to imitate, or be dwarfed by its "superiors", and will not be free to develop along its own lines.

On social grounds, too, such schools have been counter-attacked. It is argued that it will be impossible to foster the community spirit about which its advocates prate so much as they will be too large for the children to comprehend the school as a unit, or feel they have a contribution to make. Moreover, as Prof. Kandel pointed out in a series of lectures on "Education in Transition," mere organization cannot alone inculcate social values and ideals. "Individuals will not discover such values for themselves, they must be taught. "The Multilateral School contention," said Kandel "that mere living together can promote these values has not been proved in America where the Multilateral School has produced neither social cohesion nor democratic awareness and practice." Besides, it is forcibly argued, to attempt to achieve "parity of status" in the schools before it is achieved in society outside is putting the cart before the horse. Parity can only be achieved when the make-up of society and the social attitudes of people are changed. The Schools are powerless against hostile social conditions and forces, and the Multilateral schools will fail if inequalities exist in society, for a School is linked to society and reflects its values, whether it likes it or not,

In the face of such criticisms can the Multilateral School continue to justify itself? In the writer's opinion it can, for if we examine the objections to it we find most of them are against the way the system is worked rather than against the system as such. The argument that such schools are too large applies to England, but not other countries where schools of even 2000 pupils are apparently very successful, and even in England, it has been pointed out, one of its most successful Day Schools has 1150 pupils.

There is moreover no reason why if the Head cannot know each pupil individually they cannot know him, as they did in the Rugby of Arnold's day, even though Arnold himself had

only intimate dealings with his 6th Form. The Head need not be a mere administrator, he can be the inspiration and driving force of a great organization, the creator of its ethos and the leader of his colleagues. The "family spirit" and contact with pupils can further be achieved by the Head delegating some of his powers to Deputies who will see to it that no child is ignored and provision can be made within the streams so that as many children as possible have the chance of shouldering responsibilities in some field or the other in the manifold activities of the schools.

Prof. Kandel's criticism is valid in so far that no form of organization however perfect will, in itself, ensure fruitful human relationship; but there is no gainsaying the fact that Multilateral schools are socially more equitable and a more varied and realistic preparation for citizenship, for in them are all the new materials of community life for an enlightened staff to work up into something fine and socially valuable. It is true that inequalities exist in society but they are being gradually eliminated, and the schools must accelerate not retard this process. The basis of social change must be laid in the schools, and only in a Multilateral School can children learn to live together in mutual respect and cooperation with other children, perhaps inferior to them or different to them in many respects yet alike in their common humanity with very much the same tastes and interests.

"A true democracy is a community united by a common purpose, interests, and ethos"—where else can the foundations for such a community be laid but in the Multilateral School?

Finally—and this is a strong point in their favour—the Multilateral School is not a mere ideal, it has been made a practical reality in many countries and, despite of many draw-backs and set-backs—it has on the whole been successful. The American "Comprehensive Public High Schools" were a practical expression of their passion for liberty and democracy, and their attempt to provide all American children with true equality of educational opportunity. They were a complete break with tradition, and have made many of the mistakes inevitable in a new experiment. They have their defects, still, in spite of Prof. Kandel's strictures, most American educationists agree that they have justified their existence on social and educational grounds—educationally they have distributed a much fairer average of intellectual training through America than the Tripartite System has in England, and socially they have made America perhaps the most progressive of the democracies.

The Scottish "Common High Schools" also cater for all pupils at the Secondary level, and the recent Reports on "Secondary Education" after considering the pros and cons of a separatist policy, decided that there would be "great gain on social and educational grounds with a system of Omnibus Schools which preserve the unity of general secondary education upto the age of 16" and that their present system, with certain modifications, was the best possible for the development of the individual and the needs of society.

In Australia, too, separate schools are giving way to "Multipurpose Schools" which have been found especially useful in large rural areas with scattered populations and the

famous Langevin Commission on the "Reform on Secondary Education in France" advocated a common school for children from 11-15, before they branch off into various special fields.

Thus the tendency all over is towards the Comprehensive or Multipurpose School, and, even in England, the London County Council which is the largest and most progressive L. E. A. decided to introduce them, and has already completed the first of such schools.

And finally in India the Secondary Education Commission (1954) has unhesitatingly decided in favour of "MULTIPURPOSE SCHOOLS".

It is we feel, considering all things, a wise decision. A new order in society can only be achieved through a new order in education, for to quote Dent "If we want a Democracy, we must educate for one".

Conclusion.

Dr. Hopkins has well summed up in the following paragraph where the emphasis should be laid in the training of the teacher.

"The professional education of teachers, whether pre-service or in-service, lies in aiding them to understand and use in everyday living the democratic process of co-operative inter-action, which is the basis of learning and teaching with their pupils, Professional education does not lie in the traditional yet prevailing practice of learning of fixed subject matter in designated subjects. These fixed goals must give way to directional process goals. Every activity in which a teacher engages, whether in or out of school, should so exemplify co-operative inter-action that he becomes an expert in the use of such process in daily living. He must be so expert, in fact, that he can teach the process to the members of all other community groups and agencies. Only when such process goals become the objectives of teacher-education can the teacher colleges hope to make a real contribution in educating teachers for succes in the school of democracy."

The lay leaders and professionals require the same kind of understanding. The In-service Training plays an important part in the case of professionals too, It is an acknowledged fact that the best training is derived through in-service training in institution, conferences and workshops, Consequently the frame-work of the two trainings cannot be very different.



Educational & Vocational Guidance in Our Country

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1. *Do we need Educational & Vocational Guidance ?*

Offering vocational guidance to secondary school leavers is an established practice in advanced countries. In accordance with the recommendations of the Secondary Education Commission, the Government of India and some of the States (including West Bengal) have started setting up the nucleus of a service for Educational and Vocational Guidance in Secondary Schools.

Guidance "an expensive joke"

But the Government is charged with being imitative in trying to import a service from the West which has little relevance to the existing social and economic situation in our country. "Job" is not a question of choice to us. Is it not ironical to tell somebody that his potentialities are well worth making him an engineer, knowing full well that it will ever remain a distant dream to him and that he will have to take any job which comes his way? It is too expensive a joke for us. Those who are a little modest and moderate in their views point out that guidance may help the rich who have control over our economic resources and may benefit some cases, but for most of us it is a luxury which we call ill afford. There are many pressing demands upon our exchequer and we have to be selective.

Should know where can I serve best

But is the above really the whole truth? Are not there many amongst us who feel that our career could have been different if the knowledge could have been made available to us at the right moment of all the competitive examinations for which we could sit and all the training facilities which were available? In a competitive employment market it is of some advantage to know where one can score one's best.

Lopsided development of our economic market

Though it appears to be paradoxical, is it not also correct that side by side with unemployment we also suffer from shortage of suitable personnel for employment? An industrial employer complained that the supply of technical personnel is so unsatisfactory that qualified workers demand "almost blackmarket prices" for wages. In a symposium on "upgrading secondary schools" it was unanimously felt that there would be a dearth of suitable teaching personnel for the new types of courses proposed to be introduced in the schools.

It is the usual practice with the Union Public Service Commission to state at the end of its job advertisements that qualifications laid down for the jobs are relaxable at the discre-

tion of the Commission, indicating that the employing authorities often do not get personnel with qualifications which they consider suitable for the work. Enquiry at Employment Exchanges reveals that placement for certain categories of jobs is fairly easy, whereas in the case of some others it is almost impossible.

At the moment, we are confronted with a lopsided development of our employment market. A situation in which both our employers and employees are equally unhappy seems to be explosive and fraught with grave dangers for the society.

Guidance service needed for planned social development

Now that we are at the threshold of planned social development, not only the existing social lags have to be wiped out but what may happen in the future has to be visualised and provided for. The Second Five-Year Plan especially aims at tackling the problem of unemployment, but the success of the plan largely depends upon the planned utilisation of the man-power in the country. The social lag in regard to the demand and supply of man-power in different categories of jobs has to be met and steps need to be taken to put an end to such lags in the future.

Again, from the standpoint of national and individual economy, steps should be taken to have such personnel for the different categories of jobs who are best suited for them by aptitudes, achievements and interests. A guidance service, therefore, has been rightly considered an integral part of the planned development of our country and as such one has been provided for in the Five Year Plans.

Educational System holds the key to the problem :

It is believed that the problem of the lopsided development of our employment market has to be tackled in the Secondary schools. The complexities of modern industrial life demand rather long and specialised training of its personnel-unskilled labour has hardly any place in it. It is admitted that the unilateral courses of study in our Secondary Schools, leading to general courses of study in the universities, are largely responsible for creating the problem of educated unemployment. A graduate, passing through long years of education in schools and colleges, finds himself almost in the category of unskilled labour in the employment market.

Unless our educational system is geared to our economic life, all our development plans are likely to come to nought and the explosive contents of our society are likely to appear in a still more menacing form. Even at the moment, we are suffering from great social lag in the supply of trained personnel; and it is likely to be very much widened during the operation of the Second Five Yera Plan if the situation is allowed to drift.

Guidance service to be introduced in Secondary Schools :

It has therefore been decided that after some amount of general education which will be the same for all provision should be made for the diversification of school coursee according to the aptitudes and interests of the pupils, leading to appropriate vocational education and

placement in suitable jobs. The end of Junior School stage (class VIII) has been fixed as the point for the diversification of courses ; and the different courses proposed are : humanities, science, technical, commercial, fine arts and agricultural. Scientific guidance is proposed to be introduced first at this stage with the following objectives :

Objectives of guidance :

- (1) Educating the pupils and their parents about the economic value, social and individual significance of work by hand and helping them to discard their age-old preference for work at a desk.
- (2) Disseminating information about the existing and expected future demand and supply of different categories of jobs (along with their economic and other implications), corresponding to the different types of available school courses.
- (3) Disseminating information about the availability of different kinds of training facilities (including implications covering time and money) in the light of the school courses.
- (4) Cooperating with the school to provide for such experiences which may lead to the development of specialised interests and aptitudes in pupils.
- (5) Helping all concerned (particularly the pupils and parents) to have a more complete and reliable appraisal of the aptitudes, interests and achievements of pupils through psychological tests.
- (6) Pooling and summarising all relevant information from the pupil, the school, the parents, the training institutions and the employment market, and counseling the pupils and their parents in the selection of school courses.
- (7) Helping to find out suitable jobs and apprenticeships (mostly giving information and establishing contacts) for those who may discontinue their studies at this stage.

Guidance service which may be working also at the end of Secondary School course may have more or less the same objectives. Can pupils, parents, employers and society in general deny the importance of the above services in the context of present social developments ?

Still wider objectives of guidance :

But guidance service has a still wider significance. It hopes to contribute to the general improvement of the school work. Education may, in general, be described as a process of continuous guidance. The proper appraisal of potentialities and achievements of pupils, diagnosis of their difficulties and planning appropriate experiences for them seem to be the tasks of education.

A guidance service may cooperate with the schools in the following manner :

(1) Making available standardised tests of potentialities and achievements, (2) Supplying proper tools for diagnosis of scholastic backwardness and personality problems, (3) Helping in maintaining cumulative record cards for pupils in proper manner, (4) Offering expert service for treatment of special cases of backwardness and problem behaviour.

Guidance in selection :

A guidance service has also to tackle the problem of selection. Schools with diversified courses are not expected to be sufficiently and equally distributed all over the country in the near future. Large numbers of deserving pupils will have to be transferred from Junior High Schools (particularly in rural areas) to schools with diversified courses, junior technical schools and apprenticeship courses. As places available in them may not be sufficient to cope with the demands, the problems of selection and placement according to the latest scientific methods become important to ensure the success of the schools and equality of opportunity in education. Similar problems exist at the end of the secondary school course.

Must we still doubt that our need for a guidance service is vital and not just "imported", as alleged? Should we question the utility of guidance service as an integral part of our developmental plans? How the guidance programme may be worked out successfully in the background of relative backwardness of our schools, inadequacy of developed psychological tool and lack of technical personnel is a different issue and may be taken up separately.

II. Will our Teachers take kindly to the Guidance Service ?

Guidance service, as visualised, has to work in the school for the benefit of the pupils. The teachers are expected to be primarily responsible for working out the programme. Hence, the success of the service depends upon its ready acceptance by them. But so far, teachers' attitude towards it has not been found very encouraging. They apprehend that introduction of Guidance Service would only mean increasing the load on their already overloaded shoulders. They resent not having been consulted about the advisability of its introduction. They feel that a guidance service has little to contribute under the existing situation in our schools; "It is a luxury and probably a wastage which may be postponed till more pressing problems in our schools are solved."

Probably, the above attitude may be attributed largely to the existing working condition of our teachers and the lack of fuller information about the working of the guidance service :

1. It is a standing grievance of our teachers that they are not receiving a square deal in the hands of the society. For a long time now, they have worked in most unsatisfactory conditions, have received most inadequate remuneration and have commanded very little social respect. Hence, it is natural on their part to approach every proposed innovation in the school with the yardstick of improvement in their work conditions and remunerations.

2. Most of our teachers do not believe in their own work. The creative satisfaction from the work has been long lost. The profession, as it is, stagnates the teachers. As such, they have a psychological aversion to any claims on them, which they manifest by branding them as purposeless and utopian.

3. Overworked as our teachers are (with extra loads of tuitions), it is not unnatural for them to grudge the extra time for which they may have to work for the success of the guidance service.

4. Treated, as they have been, teachers may legitimately be apprehensive of being reduced to mere carriers of orders in the proposed guidance service.

The above are the general problems confronting every effort at improvement in our school work and, as such, have to be tackled in a general platform. The guidance service, for its part, has only to be careful not to wound the susceptibilities of the teachers any further by its introduction and to try to make it as much acceptable to them as possible.

1. Working the guidance programme in a school should be left to teachers. In fact, it has been proposed to entrust teacher-counsellors with the work after having arranged some technical training for them. They would then work under the supervision of the headmaster. The general guidance service is only to collaborate with the school. It is expected to supply the teachers with necessary tools, information and other materials for the work. When co-operation is sought, the counsellor should cooperate with the teachers in dealing with special cases of scholastic backwardness or problem behaviour. It is of utmost importance to remember that the service is meant for the school and should be manned by teachers.

2. Guidance programme should be integrated to the general programme in the school. Teachers may be convinced that it does not involve much extra load to them and that it is not a new work but is only supplementary to what they had been doing; moreover, it is workable at every school whether in the city or in the village. Implications of the guidance programme for the teachers may be thrashed out below.

(a) Teachers may be expected to use objective tests in periodic examinations in the school; although such tests demand more time and ingenuity in framing, they require less of both in scoring. Besides, if the questions are preserved and kept confidential, after sometime only the editing of old questions may be needed for a new question paper. Again, it is expected that for most subjects, standardised objective tests may be made available to the teachers by the guidance experts (working in close collaboration with the teachers). If teachers could be persuaded to begin the use of objective tests, they may be soon convinced that such tests not only make the examinations reliable and valid, but also save time and labour for them.

(b) Sometimes at the ends of Junior and Senior School stages teachers may have to administer certain psychological tests to the pupils. But, the administration and the scoring load of the tests may not be more than what is to be taken for a school examination paper. Besides, it is expected that the teachers will soon find out the purpose for this little amount of additional work.

(c) Teachers may be expected to appraise themselves of the interest and personality traits of the pupils and to evaluate them. If the school work could be arranged in a manner to allow scope for their manifestation, the tasks should appear neither difficult nor time-consuming. Moreover, teachers may feel that such appraisal and evaluation help to solve many of their day to day problems, particularly those in regard to the most vexed one of discipline.

(d) Teachers may need to maintain cumulative record cards for pupils. But if heads in the record card are made the minimum consistent with the needs for guidance, its maintenance may not mean additional load upon the teachers who have to keep progress reports of pupils. Besides keeping cumulative records may be found more helpful to the teachers in understanding the pupils and in dealing with them.

(e) Teachers may find it necessary to arrange occasional exhibitions, talks, film-strip projections and excursions for developing vocational interests of the pupils and for disseminating vocational and training information among them. But if those are integrated to the general school programme for such activities and if materials, information and other kinds of cooperation are available from the general guidance service, the teachers may find this as a help in arranging their general school programme rather than an extra load on them.

(f) Teachers may need to gather additional information from pupils and parents which may be needed for guidance. At times, they may have to come into contact with employers and training institutions. Above all, they may have to interview the pupils and the parents for counselling. None of the work should appear to be difficult when properly organised and when the cooperation of the guidance service is available. On the other hand, the work is expected to increase the importance of the teacher to pupils, the parent and the society in general.

To conclude, *there is no reason* why teachers should not take kindly to the guidance service, if we succeed in achieving *the following* :

1. Provision for adequate remuneration and relief from *general school work* for teacher-counsellor who shall be directly responsible for planning and working out the guidance programme in the school. This is partly in recognition that he shall also have to shoulder most of the extra loads because of the introduction of the service.

2. Proper coordination of the guidance programme with the general programme of the school.

3. Adequate supply of proper tools and other guidance materials to the school by the general guidance service (closest cooperation between the two in every field).

4. Working the service at top-most efficiency with active cooperation from the general guidance service, i. e., contributing to the solution of general school problems facing the teachers.

5. Persuading the teachers to begin the work by dispelling their wrong notions about it (by giving them full information about the implications of the service and showing the work of model guidance services in schools) and so hoping that their inertia for everything new and creative would break down as they derive satisfaction from the work.

"Guidance is based upon the fact that human beings need help. Everyone needs assistance at some time in his life; some will need it constantly and throughout their entire lives, while others need it only at rare intervals at times of great crisis. The possibility of education as well as the necessity for it is founded upon the essential dependence of people upon one another. Young people, especially, are not capable of solving life's problems successfully without aid.

(Principles of Guidance, Arthur J. Jones)

More Thoughts on the Curriculum

KALYANI KARLEKAR

I should like to start by repeating that the subjects in the syllabus for the higher secondary schools are divisible into four distinct categories as indicated by its groups A, B, C and D.

Group "A" is the language group the syllabus for which as drafted by the Board of Secondary Education of West Bengal is obviously transitional because the position of Hindi as the Federal language has been neither clarified nor developed. So far as the Higher School Final Examinations are concerned, therefore, the language group seems to conform to the position now obtaining for the present Intermediate Examinations and offers no shock to our system-steeped minds.

The "D" Group consists of elective subjects. There is not much difference in it except that it offers a far greater variety than the standard Arts, Science and Commerce groups. There is some feeling that boys and girls of 14 may be too immature to choose and study effectively "college" subjects. It should be remembered, however, that, even now, a number of boys and girls of 14 or even less enter colleges and are able to deal with their work successfully. Given proper, systematic recording and guidance from the lowest classes the age of 14 may not be considered to be too tender for choice. Even then, the road for change-over should be left open till the end of school life. This may be managed with skilful manipulation of subjects common between the several elective groups and allowing a fourth subject to be chosen freely from the pupils own or any other group. The present relationship between the I. A. and I. Sc. groups which permits switch-over between Arts and Science at the undergraduate stage can be contrived with a little thought and imagination.

Difficulties are far greater in groups B and C and in Hindi of the language group. According to a directive of the Board of Secondary Education of West Bengal Hindi and Craft will be dropped after class IX and the core subjects after class X. This has caused confusion.

School routines being over-loaded it is not surprising that the time devoted to these subjects would not be adequate. The syllabuses, then, are heavy and time-consuming because of the special methods of studies recommended. It is felt that, under these circumstances, the syllabuses for group B subjects cannot be traversed in two years. The Secondary Education Board has taken this into consideration and promised

to cut them down sufficiently to fit into the time given. But can that be the correct answer?

It should be remembered that the core group constitutes, on the one hand, a general knowledge, competence and awareness area and, on the other, a ground for training for knowledge-acquiring skills, social behaviour and good citizenship. To cut down its contents to two years only would make the one ineffective and nullify the other. As a matter of fact, a period of even three years at the latter half of high school education would have been too little and too late for achieving the proposed aims. In order to mould and develop our pupils we must catch them young and hold them for a sufficiently long time. I should like to suggest therefore, integrated syllabuses for the core subjects from class VI to X.

Take the case of Social Studies, for example, parts of the syllabus drafted by the All India Council for Secondary Education are so elementary that these can easily be dealt with in lower classes. It will be possible to take up the other units from class to class in a graduated scale of difficulty.

There is a school of opinion which would oppose this suggestion on the ground that knowledge of history, geography, hygiene etc. would suffer. The reply is that detailed knowledge of these acquired in abstraction from books in school is anyway useless and quickly forgotten; also, that a training in citizenship and good social behaviour is far more important than pouring facts and figures down the throats of unwilling youngsters. Moreover, an American experiment had shown that students taking core syllabuses did better in college than those who had taken "required" subjects. The experience of Basic Education again, has been that it gave a better personality and more developed power to acquire knowledge than the text-books-on-separate-subjects type of education.

Craft has been subjected to the same difficulty in a greater degree, i.e. firstly, lack of time and secondly, the impossibility of providing any kind of skill or experience through it in the short period of one year. I should like to suggest an integrated course of four years for this also. Even with the background of a modern type of primary education pupils may or may not be able to develop bias towards definite groups of arts and crafts. The craft syllabus, therefore, should be composite in classes VI and seven with specialisation in the last two years, i.e. VIII and IX.

I should like to plead for integrated course for Hindi also. Hindi as the Federal Language of India may take a more important place in the curriculum in some near or distant future and as such, it will have to prove its worth to the young people of today. It will, therefore, be convenient for all if the teaching of Hindi followed the same pattern as that of English.

The position of Hindi is irregular at present. Some schools had followed the recommendation of the Roy Chowdhury Committee to introduce Hindi in classes V to

VIII while others ignored it altogether. For those who have taught three years of it the syllabus for class IX would be too elementary while those who have not taught any Hindi will find it difficult to give anything in one year amidst the rush of the Higher Secondary Syllabus. An integrated course is probably the only solution.

I should also like to suggest in this connection that the method followed in the teaching of Hindi should be largely oral as in the case of English. We have seen too many "graduates" in Hindi unable to speak a word in the language to have faith in any but the oral method.

The question of examinations then. The Secondary Education Board has exempted Hindi, Craft and the core subjects from external examinations. It is all for the best because the examination load of the Higher Secondary School Final would be equal to that of the present Intermediate Examination even without them. The suspicion that arises, however, is two-fold, that the standard and honesty in internal examinations would not be uniform and/or the subjects put out of the Final Examinations would be neglected. Granted,—but are we all quite satisfied with the standard and justice of the present School Final Examinations? As a matter of fact, loss of faith in the present system is almost universal, but we are unable to steer clear of the old because of a fear of the yet unproven new. The known Devil, to our way of thinking, is better than the unknown. The dual syllabus of examination and non-examination subjects offer us a bridge between the two and a period of experimentation when it is possible for us to stand upon two stools, to judge the merits of both the systems and in the end, to keep both or one as it may suit us. Should we not, therefore welcome this door, however inadequate, that offers a chance of escape and develop it till it becomes an arch of triumph?

Even though the "why" of internal evaluation were disposed of the "what" and 'how' would remain. What will be counted for the marking of daily work? How will practical work be evaluated?

"What" will be marked should include maps, charts, diagrams models, pictures specimens etc. collected and prepared by girls. For the "how" we may follow the manner of evaluation of laboratory work done by science students as is done at the present.

Collation of English Sounds (Consonants) with Bengali

MANJU ACHARYA

Even a casual comparison between the sounds pronounced in English and in Bengali would lead us to believe that there is a lot of similarity between them. There is similarity no doubt, but a philologist would point out that much of it is only apparent. English is a foreign language and its sound-production cannot be exactly the same as our own. We often ignore completely or are not aware of the fine shades of difference that exist. And almost all our faulty speech habits are the results of our arbitrary belief in the similarity which is, to a great extent, only apparent. It is a law of human nature to collate what is foreign and unfamiliar with what is known and familiar. So we often substitute the sounds of our mother tongue for the English ones. But that is all wrong. This habit of vernacularisation of the English sounds is responsible for our slipshod pronunciations. What we need for our children is the habit of correct reproduction of the English sounds.

While we start learning it is rather good to assume, as Fries points out, that practically every sound in English (in fact, in any foreign language) differs in some way or other from our native sounds. The Bengali pupil will not only have to learn in English some obviously new sounds like 'z' in pleasure, she will have to learn a new mode of speech-production also. While speaking English she will have to draw her tongue, for example, further back in her mouth than when she speaks Bengali. We should remember that the human vocal apparatus is capable of producing innumerable different sounds. But out of these, no language generally uses more than a few score as 'contrastive' sounds (i.e., sounds that distinguish meanings) and, of course, no two languages use the identical set of sounds. We find in English that meanings are radically changed when some particular sounds, either consonant or vowel, are altered without disturbing the entire word, as in *rais* (reis) and *raise* (reiz); *heat* (hi:t) and *hit* (hit), *met* (met) and *mate* (meit). In Bengali, on the other hand, the difference between *i* and *i:* does not affect the meaning in the English way and is easily ignored. The difference between *i* and *i:* which is so vital in English is therefore badly overlooked by a Bengali learner. When she pronounces *সাপ* she can do it as either *Sap* or *Sa:p* and both will be accepted as sound by a Bengali listener. And when she goes to pronounce English she naturally confuses between *come* (KΛm) and *calm* (ka:m), and pronounces this as *Dis* and these as (*Diz*) with short *i* in both cases.

Every language has its vital sound (as *i* and *i:* in English) which are called 'distinctives'. We are more sensitive to these 'distinctive' sounds (consonants and vowels) than others in our native language. We can easily recognize any of them when it appears in any foreign language. So it is useful at the early stage of teaching English to point out the

distinctive sounds in English which Bengali pupils are likely to slip. Our sustained and conscious effort should therefore be to train the pupils in such a way that they can acquire the ability to discriminate between sounds, particularly English sounds. Though some English sounds, let us repeat, have a faint resemblance to our Bengali, most of them are dissimilar, and some never occur in Bengali at all. We can study the similarity and dissimilarity in some of their vowel and consonant sounds by placing them side by side :—

APPARENT SIMILARITY IN CONSONANT-SOUNDS

<i>English</i>	<i>Bengali</i>
b (boy)	ব (বল)
d (dog)	ড (ডগা)
f (fall)	ফ (ফল)
g (gun)	গ (গলা)
h (hat)	হ (হুমান)
dʒ (judge)	জ (জন্ত)
k (king)	ক (কমল)
l (love)	ল (লতা)
m (man)	ম (মধু)
n (nation)	ন (নরম)
p (paper)	প (পাহাড়)
r (run)	র (রবি)
s (song)	স (স্নান)
t (teacher)	ট (টাকা)
v (voice)	ভ (ভাল)
tʃ (chain)	চ (চরণ)
ʃ (ship)	শ (শশা)
θ (thin)	থ (থাল)
ð (this)	দ (দরজা)
ŋ (long)	ং (সংসার)

We see that the above consonants have some commonness in sound in both the languages, but they have real differences also, although our ears are not always trained to catch them. For example, English k and p are not exactly the same as Bengali 'ক' and 'প'. English 'k' and 'p' are pronounced with a considerable force before stressed vowels. A certain amount of vigour is necessary to produce the sounds,—the force and vigour which are conspicuously absent from our vernacular. We pronounce 'কমল' and 'পাহাড়' without initial force, but we are to pronounce king ('k' ing) and paper ('p' eipə) with considerable stresses on 'k' and 'p' and a puff of breath is heard between the explosions of 'k' or 'p' and the articulation of the following vowels. These 'k' and 'p' are different from the Bengali 'ক' and 'প' in the sense that they stand midway between 'ক' and 'খ' and 'প' and 'ফ' respectively, with stress added. But when 'k' and 'p' are not followed by stressed vowels, the sounds are

equivalent to the Bengali 'ক' and 'গ' (cf. kodak and upper). The 't' phoneme is also pronounced in the same manner and it slightly differs from Bengali 'ট', cf. taken ('t^h eikn) and টাকা.

The l-phoneme has two distinct sound-forms known as 'clear l' and 'dark l'. The 'clear l' is pronounced before a vowel and the 'dark l' either before a consonant or at the end of words. Thus we have the 'clear l' sound (which is rather similar to the Bengali 'ল' sound) in lake (leik) and laughter ('la : ftə), and the 'dark l' sound in feel (fi : l), field (fi : ld) and people (pi : pl). In Bengali pronunciation the pupils, unless taught in time, are sure to ignore these two marked variations in the English 'l' sound and turn all 'l' in all places and positions into 'clear l'. The teacher has to note that the 'dark l' is a completely new consonant sound for all Bengali speakers who require some methodical training for successfully producing this sound.

A comparative study of the fricative consonant-sounds is also revealing. The English 'p', 'f', 'b' and 'v' appear to resemble the Bengali 'প' 'ফ' 'ব' and 'ভ' sounds. But we have already seen how 'p' and 'প' should be treated as different. Similarly the 'f' sound is like a compressed p (pp) and 'f' (প্+ফ্) sound and is to be pronounced with a stress. Thus 'flower' and 'family' are pronounced as 'pflauə' and 'pfae : mili'. The 'v' sound is also pronounced strongly like a compressed 'b' (bb) and 'v' (ব্+ভ্). Thus 'volume' and 'voice' are really ('bvɔljum) and ('bvɔis).

The 'z' and 'z' phonemes do not appear at all in Bengali and should be taught to Bengali pupils very thoroughly. Even the 's' sound (except in স্নান, স্বাস্থ্য and in other Calcutta slangs) is extremely limited in use in Bengali and is often confused with the 'S' sound. Dr. Sunitikumar Chatterjee remarks that the correct or respectable pronunciation of 'শ' 'ষ' and 'স' in Bengali is always 'S' and should never be pronounced like the English 's'. But I have often experienced Bengali girls in English classes, who have to strain much to pronounce 'S' and habitually pronounce shall as (sael), and rush as rʌs etc. Sreemati Karlekar has also pointed out in her book (বাংলা ভাষার শিক্ষা পদ্ধতি) how defective pronunciations of the sibilants are caused by the peculiar environments in family, society and region of the Bengali pupils. Confusion is worse confounded by the fact that the different positions of 's' in a word indicate different sounds. The normal 's' sound, for example, occurs in the beginning of a word (as in sly, so, such,) but in the medial and final positions, 's' is generally pronounced as 'z' (as in please, raise, easy, observe, his, Mrs.). This 'z' sound is also heard in the final consonants of nouns in the plural and verbs in the third person singular, as in dogs (dogz), houses (houziz), plays (pleiz), gives (givz), has (haez) and does (dʌz). The 's' at the end of possessives is also pronounced as z as in Ram's house (Rʌmz haus).

The 3 phoneme, we have noted, never occurs in Indian languages; it is often wrongly substituted by 'z' and 'dʒ' sounds, as they are wrongly regarded as its nearest equivalents in Bengali. The children should have a careful drilling in the pronunciation of z in

pleasure ('pleʒə'), measure (meʒə), usual (ju:ʒuəl). The difference in z and dz sounds has also to be clearly pointed out as in joy (dʒɔi), June (dʒu:n), Just (dʒʌst).

The silent 'r' in English is another puzzle to Bengali pupils. They are habituated with the articulate 'r' sound only, in their mother tongue. The Bengalees (in fact, all Indians), have a tendency to equate their native 'r' (র) with all the varieties of the 'r' sound in English including the silent one. Their pronunciation of 'r' in 'red' and 'after' tends to become the same i.e., articulate. It should be specially noted that generally speaking no 'r' sound occurs finally or before a consonant. Thus — far (fa:), four (fɔ:), farm (fa:m), first (fɜ:st), nearly ('niəli). The 'r' however is pronounced when the following syllable or word begins with a vowel. But then it is a flapped 'r' (something like 'rʰ') instead of a plain one, as in 'very' ('veri), period ('piəriəd), 'for instance' (for instəns/frinstəns). This inserted 'r' is called the linking 'r'. In English there is also another r sound called the 'rolled r' i.e., 'r' with a trilling sound. This has some parallel in the Sanskritic languages. Thus প্রিয়া, দ্বিশ, তৃষণ etc. and reason ('rri:zn), red (rred), literary ('litərəri/'litrəri).

It is not enough for our study to collate the single consonant-sounds in English and Bengali, as we have done above; it is also necessary to collate their consonant-clusters. Both in English and Bengali there occur a great many apparently similar clusters and we classify them into two groups, (1) those which are used in the initial or pre-vocalic positions and (2) those which are used in the final or post-vocalic positions. The following are the consonant-clusters of the first category :—

English

br—brow, brink
pr—pray, print
gr—green, grass
kr—crow, Christ
sp—spend, spin
spr—spray, spring
sk—skin
sn—snow, snail
sf—sphere, sphinx
pl—play, plea
kl—clay, class
gl—glow, glass

Bengali

ব্র—ব্রত, ব্রাহ্মণ
প্র—প্রাণ, প্রিয়
গ্র—গ্রাম, গ্রহণ
ক্র—ক্রোধ, কৃষ্ণ
স্প—স্পন্দন, স্পর্ধা
স্পৃ—স্পৃহা, স্পৃহা
স্ক—স্কন্ধ
স্ন—স্নেহ, স্নান
স্ফ—স্ফীত, স্ফটিক
প্ল—প্লাবন, প্লীহা
ক্ল—ক্লাস্ত, ক্লেশ
গ্ল—গ্লানি

From what we have discussed about the individual consonant sounds (say, p, b, t, k etc.) it will be easy to detect that in the above examples the 'pr' and 'প্র', 'kr' and 'ক্র', 'br' and 'ব্র' are really different, although they are very often regarded as equivalent. Some

English consonant-clusters at the initial position have no corresponding initial cluster-sounds in Bengali. For example :—

<i>English</i>		<i>Bengali</i>
tw	twig, twelve	×
sw	swim, swell	×
hw	whine, why	×
kw	quick, quell	×
dw	dwell, dwarf	×
θw	thwart	×
tr	tree, troy	×
fr	fry, frame	×
dr	drop, dragon	×
θr	throw, thrift	×
Sr	shrink, shrewd	×
st	steam, stick	×
str	stream, strong	×
spl	split, spleen	×
skw	square, squat	×
sm	small, smoke	×
skr	script, screw	×
sl	slow, sleep	×

On the other hand there are some initial consonant-clusters which appear in Bengali but do not appear in English, Thus

<i>Bengali</i>	<i>English</i>
ষ—ষাণ, ষুত	
ঞ—ঞব, ঞপদ	×
ঞ—ঞিন্নমাণ, ঞ্ণাল	×
ভ—ভাতা, ভ্রমণ	×
শ—শোত, শান্ত	×
হ—হুদ, হাস	×
ঞ—ঞষ্ট, ঞ্ণর্শ	×
ঞ—ঞোক, ঞাঘা	×
ঞ—ঞান	×
	×

The pupils often wrongly substitute 'ঞ' (as in 'ঞষ্ট') for English 'sp' as in 'specimen' and so on.

2. A large number of consonant-clusters in English appears in the final or post-vocalic position. Many of them are inflexional, used in the plurals of nouns, third person

singulars of verbs and verbs in the preterite forms. A good many of these are foreign to Bengali learners.

(a) Without inflexions :—

<i>English</i>	<i>Bengali</i>
mpt tempt, prompt	X
mps glimpse	X
ltS belch	X
ps copse	X
fθ fifth	X
tθ eighth	X
kst text, next	X
ksθ sixth	X
dθ breadth	X
ndθ thousandth	X
lfθ twelfth	X
ngks banks	X
ngkθ length, strength	X
lθ health	X
mth warmth	X
ls false	X
lf wolf, self	X
ks mix, Shakespeare	X
ld old	X
lv solve	X
kt act	X
ft soft, factory	X
st best	X
ns fence	মণ্ডল, গড়া
nd bind	ঘণ্টা, রণ্টু
nt tent	শঙ্কা, ডঙ্কা
ngk sink	অংগার, অঙ্গুলি
ngg longer	অঙ্কনা
ndz change	পণ্ডিত
nd bond	উন্টাপান্টা
lt filter	গল্প
lp help	হাঙ্কা
lk milk	অভিসম্পাত
mp camp	সঞ্চয়
ntS bench	

<i>English</i>	<i>Bengali</i>
lm film	কল্মাষ, আলমোড়া
ldz bulge	কল্জে
lb bulb	শাল্‌বন
ltS culture	কাল্-চারটেয়
pt apt	চ্যাপ্টা
nθ tenth	এত্‌, মত্‌ন
rt x	গত্‌, শত্‌
rsh x	বর্ষা, হর্ষ
rp x	কপূর্‌
rn x	কর্ণ, অপর্ণা
rm x	কর্ম, ঘর্ম
rk x	কর্কশ, শর্করা
rtS x	অর্চনা
rdz x	গর্জন
rg x	স্বর্গ
rb x	গর্ব, সর্বদা
Sp x	সুস্পষ্ট
Sk x	শুদ্ধ

(b) With inflexions (i) Addition of 'z' phoneme in the plural nouns and third personal singular verbs, as in :—

<i>English</i>	<i>Bengali</i>
bz cabs, verbs	×
gz rags, bags	×
lz calls, rolls	×
mz rooms, harms	×
vz halves, curves	×
yz kings, songs	×
dz breathes	×
lbz bulbs	×
ldz holds	×
lmz films, helms	×
lvz dissolves	×
dz cards, words	×
lz girls, hurls	×
nz turns, warns	×

(ii) Addition of 's' sound in the plural nouns and third person singular verbs, as in :—

<i>English</i>	<i>Bengali</i>
ts hats, roots	X
fs coughs	X
fts shifts, crafts	X
ks works	X
kts acts, facts	X
ps chirps	X
θs wreaths, breaths	X
dθ widths, breadths	X
fθs fifths	X
tθs eighths	X
lθs healths	X
nθs tenths	X
ksθs sixths	X
lfθs twelfths	X
ndθs thousandths	X
ngθs lengths	X
lfs gulfs	X
lps helps	X
lks silks	X
lts belts	X
pts scripts	X
sks asks, desks	X
sts rests, bursts	X
ksts texts	X
ngks sinks, ranks	X
mfs nymphs	X
sps lisps	X
mpts tempts, prompts	

iii) Addition of 'd' phoneme in the preterite and participle forms of verbs :—

<i>English</i>	<i>Bengali</i>
bd sobbed, curbed	X
vd moved	X
gd begged	X
md stormed, named	X
nd caned, turned	X
d3d waged	

English	Bengali
vd	breathed
zd	praised
3d	rouged
nd3d	changed
d3d	merged
ld3d	bulged
gd	wronged
lmd	filmed
lvd	solved
ld	curled

iv) Addition of 't' phoneme in the preterite and participle forms of verbs :—

English	Bengali
kt	marked, worked
St	pushed, wished
pt	chirped
tSt	touched, perched
lft	gulfed
ltSt	belched
ntSt	launched
nst	danced
ngkt	linked
pst	lapsed
lkt	milked
lpt	helped
lst	repulsed
mft	triumphed
skt	risked
spt	lipped

In English there is no exact correspondence of medial and final consonant duplications which are so common in Bengali and other Sanskritic languages. The near-effect is produced in English by adding accent, but that is inadequate for producing the duplicated sounds. The difference between gutter (gΛtə) and গাট্টা, ঠাট্টা illustrates the difference. Similarly, the following typical staccato sounds of Bengali are absent in English:—বাক্য, পক্ষ, দিকার (-kk-), ভাগ্য (-gg-), বাচ্য, উচ্চ (-tSt-), শয্যা, রাজ্য, লজ্জা, উজ্জ্বল (-d3d3-), নাট্য, অট্টালিকা, খট্টাদ (-tt-), পণ্য, অন্ন, অন্নেবণ (-nn-), পথ্য (-00-), রোপ্য (-pp-), সম্মান (-mm-), ভল্লক, কল্যাণ (-ll-), নব্য (-bb-), অবগ্ধ, নমস্ত্র, শিষ্ট, অশ্ব (-S-), বক্র (-kk-), [Even 'cockroach' is pronounced in English as 'kəkroutʃ], অগ্র (-ggr-), স্তব্রত (-bbr-), বিপ্লব (-ppl-) and অন্ন (-mm-).

The consonant 'r' sound hardly occurs in English after vowels at the medial or final positions, whereas in Bengali, as we have pointed out, the 'r' is never silent. Hence we have no corresponding pronunciation in English for the sound-clusters in Bengali or Sanskrit words with 'r' as in—

তর্ক, সরকার, চরকা (-rk-). But in English 'pork' is 'pɔ : k
 দুর্গম, অর্গল (-rg-) But „ „ 'organ' is ɔ : gən

[* Bengali pupils tend to pronounce 'organ' as 'অর্গান']

বর্জন, নির্জন (-rdʒ-)	But in English	'barge'	is	ba : dʒ
বর্ণ, কর্ণ (-rn-)	But „ „	'corner'/'born of'	„	k : nə/bɔ : n əb
অর্থ, পার্থ (-rθ-)	But „ „	'orthography'	„	ɔ : 'θɔ grəfi
কার্পাস (-rp-)	But „ „	'carper'	„	ka : pə
বর্ষর (-rb-)	But „ „	'marble'	„	ma : bl
কুর্লভ (-rl-)	But „ „	'curly'	„	kə : li
স্পার্শ, বর্ষা (-rʃ-)	But „ „	'partial'	„	'pa : Sl

A similar collation of the English and the Bengali vowel sounds will reveal, similarly, a world of difference between them inspite of their apparent similarity in a large number of cases. For lack of space, however, we reserve that discussion for the future.

In the development of any skill two kinds of practice are necessary—exercises which train constituent parts of the skill, and practice in the performance of the skill itself. We learn tennis partly by exercises such as hitting the ball above a white line on a wall, partly by playing the full game on the court. It is clear that the exercises must be devised so as to have a real practice effect and that they will bring little improvement unless there is a desire to improve, the most effective incentive being a conviction that the exercises really do help the game—M. M. Lewis.

(Spoken English in the School)



On the Educational Front

SUDHANGSU KUMAR BANERJEE, M.A.

Belur High School

At present our country is undergoing a process of change in all spheres of life. More particularly with the achievement of freedom there has been a marked shift in emphasis from Politics to Economics. And it is because we like to feel the message of freedom in terms of our material welfare and concrete economic gain, we have allowed much of our effort to thrive in such direction. For this, plants and Industries are growing in shape. Irrigation Projects to cater to the vast agricultural fields of India, fertilisers to provide scientific manures, are also some of the happy pictures that we can draw now before our eyes.

But in spite of these socialistic embarkations why does a great bulk of the people remain callous and unmoved? A deep rousing consciousness of the masses indeed is the greatest goodwill with which the public investment of a country can best start. Therefore, in the reconstruction of a country, the first thing is to change the old heart, the old outlook and altogether the educational pattern so that it may turn out responsible citizens according to the growing and moving needs of the time.

The carrying out of any scheme under public care and initiative, in every country, depends solely on the men and the machinery. It is the social apparatus that must be fit to serve the purpose of "Social Good", the end of all socialism. It is not the investment, however huge, but the management upon which the concept of public economy can be fully realised and the modern socialistic venture can prove its success.

Though not long before, India's fight on many a front of life has been started, her education still suffers a careless lot. Springing industrial townships, growing national income are

not the true protection of liberty and freedom. Until and unless the people of this country are being changed and made into vigilant citizens and not merely onlookers, it is meaningless to urge progress or a permanent good of the community as a whole.

Participation of the individual in the affairs of the Government, enthusiasm and initiative in this regard can be taken as a healthy sign of a growing body politic. And what Mr. Laski said long before still comes true. "The individual in the modern state tends to feel impotent before the vast administrative machine by which he is confronted. It seems to have absorbed all initiative towards a single centre and to have deprived him of the power to make or to share in making responsible decisions" etc. Necessarily a direct or even indirect participation of the citizens in the social affair require training beforehand.

But at present in India, under the prevalent conditions of our impoverished and racked educational pattern there is every possibility of exploitation and high-handed nepotism and corruption. In fact we have lost some of our mental and moral standards and for the reason indiscipline and dishonesty have been found to be rampant. No doubt, the present democratic growth of our country can be greatly served by a reshaping of our educational system. "Democracy requires alert, informed, interested, honest citizens who are privileged, indeed obligated to participate intelligently in determining its destiny. The training of these citizens has always been of vital importance but never more important than at the present time." (Detroit :—Citizenship Education Study.)

Besides the above emphasis, as the type of democracy and other social ideas along with it, varies from time to time and place to place; every country has got to make its own conditions, to fit in these ideas with the people. To render a change in a country with how-ever constitutional or revolutionary method, it needs a thorough training of the mind of the people or an educational coordination to make them move along with the spirit of the change. The tuning of the people with the Governmental type (as recorded in the constitution, Socialistic, Democratic or Totalitarian, etc.), the making of an harmony between the two, is an important item to consider. Particularly, in a democratic republic like India where illiteracy is vast, and education too is not in social concord, such emphasis upon the educational pattern cannot be denied. Of course people must have to be on guard so that such emphasis does not mean state intervention with the education system. It is true that a gradual fostering and inculcation of the spirit of the state's character through education is one of the important remedies to avoid social tension in giving a country a new social mould. Implantations of new ideologies of the age in our soil, experimentation of a peaceful evolutionary socialistic process also requires a new educational type. It is only in and through an educational twist that a permanent relation between the people and the state can grow. A national cooperative in this sense can be made to function in such an educational venture so that society as a whole can move forward only by joining hands. The feeling of being social should be imparted first of all, as existence, has got meaning only when living in the society. This aspect of "Social-being" if and when realised, much of the evil will be extirpated from the existing society giving rise to a real euphony and concord.

It is on this educational instrument that the mental sector of a country also depends. This mental sector should be the prime concern before bringing any physical change, any material development of a country. In Rousseau's terms our politician should also 'Learn for once that money though it buys everything else, cannot buy morals and citizens'. The attainment of a country is not only in its industrial progress or agricultural output. It is the accretion of a comprehensive value of human lives both in body and mind which can be judged for a nation.

Therefore, along with the effort for the success of our economic plannings and our material development a strong parallel approach should be made for turning good citizens out of us. A nation lives by factory production, agricultural yield and also on the out-turn of boys and girls from the schools and colleges as honest good citizens. Our investment and care should not be lacking for this human factories or educational institutions, which today smokes out through its chimneys and skylighters, ambition but not character. We should grow both externally and internally, rather all externality should be gathered up into an internality of our national life and not a mere living exactly, however prosperous or enriched, should take all our effort and attempt.

"The twentieth century has been one of turmoil, with two world wars and a depression of great magnitude. Powerful social forces have been at work—nationalism, industrialism, democracy, totalitarianism. The events of the past fifty years have stirred many people to search for ways to prevent in the future catastrophes like these which have been so prominent in the first half of this century. In this search, thoughtful citizens have stressed the need for improved citizenship education programmes. They feel that only a more thoughtful active citizenery can solve the complex social problems which now confront mankind."

(School and the Development of Good Citizens.)

An Allegory on Education

Holy Child Institution for Girls

Fairy Have the Best, held the piece of green silk to the light. It shone with a soft, deep radiance very pleasing to the eye. "You are a fortunate little girl, Rosemary" she said to the five year old by her side, "it will make you a splendid party frock. Will go over just this minute to Fairy Nimble Fingers and get her to stitch it for you. My! but won't you look fine in it." Rosemary puckered up her baby face into a frown. "I'd much rather stay at home and play with Bunny. Couldn't you go alone Mummy?" "Nonsense, darling, the frock is for you and Fairy Nimble-fingers must measure you for it."

Thus it happened that Rosemary and Have the Best called on Fairy Nimble-fingers. She was a little old fairy, very wise and most kind hearted,

She was not only Seamstress to the Fairy Queen, but the King's chief advisor as well. Nothing seemed to go right without the touch of her magic fingers. But all the honours heaped upon her, had not robbed her of her simplicity. She welcomed the pair with a friendly smile. "And what can I do for you?" she asked.

For answer, Have the Best produced the green silk and explained her purpose. Nimble-fingers examined it carefully. She measured its length and its breadth and felt its material. Then her face fell. "A party frock is impossible, I fear," she said regretfully. "But I could prepare a trim little dress to wear for outings." "Why not a party frock?" Have the Best demanded indignantly. "You stitch such marvellous party frocks; why not stitch one for me?" "There isn't enough material" Nimble-fingers explained patiently. But all to no purpose. Have the Best flounced out of the shop in a temper, determined to get her stitching done elsewhere.

As luck would have it, the irate fairy bumped into Fairy Quack-tack, at the corner of Money Street. Of the latter, the less said, the sooner mended. Nimble Fingers and she were of the same profession—beyond that they had nothing in common.

Have the Best poured out her grievances into the all-too-sympathetic ears of Quack-Tack, who readily promised to do what her more competent sister had considered not possible. Rosemary was duly measured; soothed and satisfied, the over-ambitious mother returned to the cosy comfort of her home. Her share of the job was done. It was Quack-Tack's business now, that Rosemary be rigged out in all the splendour of that party frock.

But alas for human hopes! When the dress did arrive, not all of Have the Best's endeavours could succeed in putting Rosemary into it. At last the unpalatable truth burst upon the chagrined and disappointed mother. The frock was a misfit. What was she to do?

But a mother's heart never gives up hope when her child's welfare is at stake. Back she went with unfaltering steps to Nimble Fingers' door. The sad story was soon told. Nimble Fingers examined the ruins of the green silk, but refrained from saying, 'I told you so' (which was very nice of her). Instead she promised to do what she could to put right the mess ; though a good bit of it was irreparable. Quack-tack had wasted much of the cloth in frills and flounces. The badly done seams and joints would have to be undone, with the risk of fresh danger to the precious silk. Nimble-fingers raised her eyes, brimful of sympathy, to the expectant mother, 'I'm sorry, she said, 'I doubt if I can promise you a dress now. The most I can manage is a skirt.' With that, Have the Best had to be content.

That is how Rosemary came to be wearing a green silk skirt.

(As the Quarterly has no dearth of learned articles, perhaps one in a lighter vein will not be amiss. The inner meaning of the story is that the best teaching cannot change a dull child into a brilliant one. It is a teacher's misfortune that fond mothers sometimes expect her to do the impossible.)

".....It is sufficient to point out that educational standards are necessarily individual, and their fundamental nature are akin to the standards of tailors and shoe-makers who judge the quality of their products by how well they fit the individual for whom they are intended....."

(Ben. D. Wood "Basic Considerations", Review of Educational Research, as quoted in "Measurement in Schools" by C. C. Ross, revised by J. C. Stanley)

REPORTS

Pradhan Siksika Samiti

The Pradhan Siksika Samiti had been working in a broader field during the last quarter. It had its usual monthly meeting on the 23rd July when some important suggestions made by Miss M. Bose, Chief Inspector, Secondary Education (Women's) including one for holding a meeting of head masters and head mistresses of higher secondary schools were discussed. As it transpired that a similar meeting was being organised by the Bengal Women's Education League, the P.S.S. decided to participate in that instead of organising a separate meeting. The topics for discussion and a detailed report of the discussions held on them at the meeting of head masters and head mistresses held under the auspices of the B.W.E.L. at the Victoria Institution on the 17th August, 1957, are given below :—

Subjects for discussion :—

- I. Examination and evaluation—
 - How many public examinations will be held ?
 - At what stages ?
 - Will "core" subjects, craft and Hindi be dropped after class X ?
 - Will there be an examination on these ?
 - If so, will this examination be internal or external ?
 - What, then, will be the relation between internal and external or the earlier and the final examinations ?
 - What types of tests and evaluation methods will be used for internal and external examinations ?
- II. Some practical difficulties in teaching the "core" subjects—
 - Lack of reference books.
 - Lack of knowledge, experience and background for teaching without text books.
 - Difficulty of fitting field trips, practical classes and science demonstrations into the School time table.
 - Lack of transport facilities for field trips and examinations.
 - Syllabuses too heavy for two or even three years.
- III. Problems of unilateral upgrading—
 - Science being a more popular group than Humanities, schools stand to lose 50 per cent or more of their pupils, including the most brilliant ones, at the end of class VIII.
- IV. Miscellaneous.

Report on the discussions :—

It was not a crowd but a small gathering, not completely at ease either because heads of high schools have had hitherto very few opportunities of meeting together in a free and friendly atmosphere. Comfort and relief, however was imbibed from the tea and snacks so thoughtfully provided by Mrs. Chowdhury (Principal, Victoria Institution) and Miss Sen (Asst. Head Mistress). The discussions on the agenda started, after this at about 2-30. P. M.

Miss Ghose (Principal, Gokhale Memorial Girls School and Vice-President, Bengal Women's Education League) proposed Miss C. Das (Principal, St. John's Diocesan Girls' School) to the chair and opened the discussions with a few remarks on the agenda,

Miss P. Bose (Head Mistress, Ballygunge Siksa Sadan) spoke about students who would be unable to continue their studies after class X in a class XI school. She said that in spite of all defects the present School Final Examinations have a popularly accepted value and proposed that an external public examination should continue to be held for those who would drop out after class X. She also expressed her doubts about the validity of internal examinations for she felt that we have not yet achieved the sort of fitness which could preclude the need for external check.

Mrs. Sengupta (Head Mistress, Lake School for Girls) was of the opinion that those who were unable to go upto the class XI examination could sit for the ordinary School Final provided the courses were reasonably parallel.

Mrs. Karlekar (Co-Ordinator, Department of Extension Services, Institute of Education for Women) suggested that the inability to proceed beyond class X, due to financial difficulties, was a social problem and should be tackled as such. She was also of the opinion that our fitness or otherwise for internal and external examinations would be about the same.

Miss Bose maintained that the relationship between class X and class XI schools should be tackled as a structural problem of educational organisation.

Miss Ghose remarked that all these points of view were important and should be discussed fully. She then requested Sri Dharani Mohan Mukherjee to say a few words on the points of the agenda.

Sri Mukherjee (Secretary of the Head Masters' Association, Headmaster, Metropolitan Institution) thanked the B. W. E. L. for having organised this meeting and expressed the hope that this co-operation will continue in the future. He said that all educationists were thinking about the structure of the proposed new secondary education. The directions and the syllabi received from the authorities being avowedly of a tentative nature there is quite a lot for us to do in the matter. The West Bengal Headmasters' Association had held discussions on all these problems but have not yet come to any conclusions.

He said that, though two systems of secondary education are now existing side by side, the 'higher secondary' only will constitute our secondary education when all the schools are upgraded. The question raised by Miss Bose was, therefore, a question of wastage in the period of transition.

The problem of unilateral upgrading arose out of a rush for being converted into higher secondary schools by a very large number of schools many of which were not yet fit for undertaking the scheme. The teachers felt that teachers in upgraded schools would receive higher salary scales while those in the other schools would be demoted. Educationally speaking however one stream only of elective studies should have no place in a genuinely multipurpose system of secondary education. This again is beset with the problem of financing which is aggravated by the problem of paucity of pupils in certain lines (eg. Home Science). Organisation of zonal or central schools with feeders may be suggested as solution but distance may constitute a difficulty. The problem of checking attendance also may arise when pupils have to move from school to school. Boarding schools, on the other hand, are expensive.

Sri Mukherjee felt that the class X school Final Examination would continue to be held for about fifteen years yet. Ways and means of transfer of pupils between these two systems should therefore be thought out to prevent frustration amongst them. Sri Mukherjee then mentioned the matter of examinations. Subjects entered for external examinations in class XI schools would be like those of the present Intermediate Examinations. The extra five subjects would be dropped after classes IX and X. The suspicion that these subjects may be neglected and that pupils may be overmarked in them is not unjustified. We shall, however, have to trust ourselves in this for lightening the examination load on the pupils.

The real problem of higher secondary education, according to Sri Mukherjee, was the problem of teachers, given suitable teachers the syllabus was not impossible of achievement. The scale of pay for teachers upto Rs. 150/- P.M. could not be final, it would increase upto Rs. 220/- and should, ultimately go up to Rs. 350/-. It would not then be difficult to get good teachers.

The present staff, however, should in no case be discarded. They should be allowed and helped to continue with adequate refresher courses in contents as well as methods.

He concluded by saying that a seminar should be held for discussion on these problems and working out of solutions.

Mrs. Sengupta then took up the question of instituting parallel courses in class X and XI schools and said that it would be possible to do so because of a great deal of similarity existing between the two.

Mrs. Chowdhury, however, felt that this might be difficult because of the great deal of specialisation involved in class XI schools.

Miss Ghose said that, as a member of the Social Studies Syllabus Committee, she was in a position to state that this syllabus was being modified to bring it as near as possible to class X schools and the same was the case for the syllabus for Home Science. Class X schools, also, will have to modify themselves. An integrated syllabus for Social Studies should be introduced from class III or IV to class X. Knowledge of history or Geography may be considered to be important but citizenship was much more so. Then the syllabus committees are trying to concentrate the specialised parts of the elective subjects to class XI as far as possible. As for the problem of leaving school early, Miss Ghose, was strongly of opinion that 16+ should be the minimum age for entering college.

Mrs. Karlekar mentioned that the Department of Extension Services of the Institute of Education for Women was working at a fused curriculum for history and geography for classes V to VII of high schools.

Sri Mukherjee was of opinion that it would not be difficult to frame parallel curricula for class X and XI schools. On the one hand the syllabus for the School Final Examinations for 1959 had increased the element of diversification while, on the other, the ambitious XI year programme was being modified to achieve, in the transitional period, a standard up to the first year of college. Attempt should be made to take up the common elements of both the systems in classes IX and X reserving the extra parts for class XI.

Mrs. Sengupta said that Elementary Mathematics should be made compulsory upto class XI for the convenience of science students.

There was general opposition to this opinion and Mrs. Roy (Asst. Head Mistress, Brahmo Girls School) said that it would be easier to compel science students to take up mathematics. In her school, for example, no one was allowed to study physics without mathematics.

Mrs. Das (Principal, Institute of Education for Women and Director, Department of Extension Services) said that it would be fairer to make mathematics compulsory for science students than to impose the subject upon one and all upto class XI.

Mrs. Sengupta suggested that the Board of Secondary Education should be approached to clarify the position of the fourth subject in the elective groups, ie, whether marks obtained in the subject would be counted for ranking or not. She also said that the required three laboratories were not necessary for the teaching of science.

Miss Ghose, however, was of the opinion that they were needed.

Miss De (Head. Mistress, Muralidhar Girls School) on the other hand, said that two or even one laboratory would do if the choice of subjects was restricted. She added that unilateral upgrading with humanities only was detrimental to a school because the best pupils generally wished to study science.

Miss Ghose suggested that school committees should raise money for introducing the science course while Mrs. Chakravarti (Head Mistress, Binodini Girls School, Dhakuria) remarked that all the best pupils would leave meanwhile.

Miss Ghose said that this problem has become so pressing because such a large number of schools are being upgraded all at once and Mrs. Sengupta suggested regional distribution as a solution. She also raised the question of field trips and the problem of finding time and money for them.

As the discussions had continued for quite a long time and were found to be progressing satisfactorily Miss Das suggested that the meeting should be adjourned till 1 P.M. on the 14th September.

The meeting ended with a vote of thanks the chair, thanks to Mrs. Chowdhury and Miss Sen of the Victoria Institution for the tea and snacks and with a hope that similar meetings would be held from time to time at the same place.

Adjourned Meeting

The adjourned meeting held on the 14th September was not as well attended as the previous one and several head mistresses were present who had not been present at the other. Some of the old subjects were, therefore, taken up for discussion again. The only new topic discussed was about difficulties of transport for field trips and some head mistresses were of the opinion that the Government of West Bengal should be approached for making State Transport Department vehicles available to schools at concession rates.

Dr. (Mrs.) Guha (Head Mistress, Kalidhan Institution for Girls) suggested that a Questionnaire, based on the 'agenda' taken at the two meetings should be circulated to headmasters and headmistresses of schools and their suggestions collected in a report to be forward the Hon. Minister for Education, West Bengal.

There was general satisfaction amongst those who attended the meeting and it was felt that such meetings should be held oftener.

Association of Teachers of English of West Bengal

Three general meetings and one meeting of the Steering Committee of the Association of Teachers of English of West Bengal were held during the quarter. Attendance at the first meeting was poor while it was quite good in the last two meetings, showing that the members were unwilling to talk but willing to be talked to.

The meeting of the Steering Committee was held on the 27th July at 4-30.P.M. at the David Hare Training College. As it had been decided at its first meeting in January, 1957 that the Principals of the David Hare Training College and the Institute of Education for Women would hold the chair alternately for six months each and as Mrs. Das had acted as the president of the Association in the first half of the year, she now requested Sri D.N. Roy to be the president for the second half.

The first general meeting of the Association to be held in the quarter was also held on the same day at the same place at 5-30.P.M. Sri D.N.Roy presided over 'Impromptu' Speeches by the members. Each member present had to fish out a piece of paper on which was written a subject like—"Never look before you leap", "The Earth is flat", "All slow traffic should be abolished from the streets of Calcutta" etc. and had to speak for at least one minute on the subject. It was an enjoyable occasion though some members took much more than the allotted time while others did not know how to fill the minimum.

The meeting for August was held at the Institute of Education for Women, on the 31st of the month. Miss A.G. Stock, Head of the Department of English of the Calcutta University gave a short talk on the problem of 'Teaching Pupils to Think'. Our greatest weakness in the teaching of English she thought, was that the pupils we are not taught to think in the language. She also criticised the system in which merit and experience were so often neglected and had led to a situations which she described as revolutionary. There were questions and answers at the end of the talk and every one felt sorry when Miss Stock had to leave early on account of another meeting.

The last meeting of the Association to be held in the quarter was on the 14th September at the David Hare Training College. Mr. J. A. O'Brien, Regional Representative of the British Council, gave a highly entertaining and useful talk about the "Causes of Misunderstanding in English Conversation" in course of which he gave many instances of how the same words, in accentuation and in pronunciation. There was some discussion, later on, about the causes of such differences.

Report of the Association of Teachers of Social Studies

An association of Teachers of Social Studies has been formed under the joint auspices of the Departments of Extension Services of the David Hare Training College and the Institute of Education for Women. This Association really originated from Dr. Griffin's training course held in March and April, 1957 and its branches in North and South Calcutta had been holding meetings since that time.

The need for a more organised approach being felt, a general meeting of the Association was held to elect an Executive Committee and adopt a constitution. It was also suggested that a Seminar of Social Studies Teachers should be held for exchange of ideas and standardisation of the teaching of Social Studies in West Bengal.

Then the Executive Committee met several times to organise, with the assistance of the Departments of Extension Services of the David Hare Training College and the Institute of Education for Women. The date of a whole day Seminar was fixed for the 22nd September, 1957 and subscriptions were raised for lunch and tea for the participants.

The Seminar was scheduled to start at 9-30 A.M. but as the day of the 22nd opened with a heavy shower, there was some delay in the arrival of the participants and the proceedings actually began at 10-30 P.M. Principal D.N. Roy was on the chair. Dr. Jaffie of the U.S.I.S. inaugurated the seminar in the presence of more than fifty teachers and resource persons. Members of the staff of the David Hare Training College, the Institute of Education for Women, Hooghly Training College and the Department of Education of the Calcutta University were present. Teachers came from all over Calcutta and from places like Howrah, Belur, Bally, Bolepur, Krishnagar, Burdwan etc. Mrs. Jaffie, the Chief Guest, who has been a teacher of Social Studies herself, then gave an interesting discourse on the teaching of the subject. This was followed by tea and light refreshments amidst which teachers and resource persons stood up and introduced themselves to the assemblage.

The discussion on problems and solutions started at 11 A.M. and continued upto 12 noon when the meeting broke to enable the participants to see the exhibition on Social Studies' materials and teachers' and pupils' work organised for the occasion. The whole group had lunch at 12.30 at the B.T. students hostel of the David Hare Training College and returned at 2.30 P.M. for the second session when more problems and solutions were discussed upto 4.30 P.M. Tea and biscuits, then provided a happy ending.

The main problems of teachers were found to be as following.

1. Lack of orientation on the part of pupils, teachers, authorities and guardians, to a non-examination subject.
2. Lack of proper standards and guidance for the teaching of Social Studies.
3. Lack of time to cover the syllabus : the Secondary Education Board of West Bengal provides only two years and schools provide only 2/3 periods per week.
4. Lack of transport facilities for field trips.
5. Lack of finances for projects and other practical work.

It was also reported that the leading members of this association were working with source materials of Social Studies to develop detailed plans of units of teaching.

The association has already done valuable work and those interested may contact the Secretary, C/o. The Department of Extension Services, Institute of Education for Women, 20B, Judges Court Road, Calcutta-27.

BOOK REVIEWS

Initiating and Administering Guidance Service

S. A. HAMKIN

I have no hesitation in recommending this little book to all our teachers. Professor Hamkin describes the enthusiasm with which a group of American schools undertook to introduce Guidance Services. They had many obstacles to overcome, for the idea was new—no member of the staff had training or any experience in such work, all had a full quota of class teaching. Yet when the proposal was made all were eager to give the new venture a trial and co-operated heartily in the arrangements made to implement the scheme.

It is for that example of co-operation between management and staff, of mutual consideration and vital interest in promoting the happiness and welfare of the pupils, that I recommend this book. It cannot be taken as a model for Guidance Services in Indian schools—the circumstances and needs are vastly different—but it should “open windows in the mind”.

—Loreto, St. Mary's High School.

The Teaching of English Abroad

F. G. FRENCH



(AN APPRECIATION)

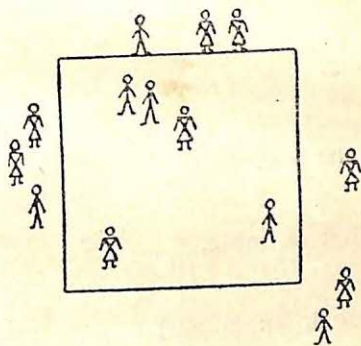
F. G. French's 'The teaching of English Abroad' has been written with the noble purpose of aiding teachers of English in their difficult task of making that language better spoken and appreciated. It is intended for use in schools where English is only a second or third language. As such, its perusal would be of value to us Indian teachers. The procedure outlined is rather similar to that of Forrester's 'Deepak Readers'; except that the structures are not so rigidly graded, and more is left to the initiative of the teacher.

In the three volumes of his book which deals with his actual experience with pupils, French consistently lives up to his theory that the structure to be taught must be initially drilled through oral work and playway activities. Activity and Speech first, the Reader after. He strongly regrets the fact that weak teachers rely too much on the reading book. In a lesson that is read and explained from the Reader, “the teacher”, he says, “does

not have to work very hard himself; the pupils are quiet and still and all the material for the lesson is on the printed page. Also very little is learnt by the pupils." The bare fact of a structure having been explained (perhaps in the Mother Tongue) does not render the pupils capable of using it in correct speech. We expect too much from our students if we think so. It has to be 'heard' and 'spoken' and 'seen' and 'drilled' in a variety of ways, before the pupil absorbs it and makes it his own. When all the structure and new words in a lesson have been previously taught in the aforesaid way, the reading of the text which follows becomes actually a practice in silent reading and a delighted recognition of known structures on the part of the pupils.

The books are full of suggestions as to how the above method can be put into practice. Here for example: is a novel way of practicing the question pattern—'How many men are there...?' and the statement pattern which answers it—there are.....

Let a square = a house;  = a man;  = a woman



The pupils ask each other questions and answer them.

How many men are there in the house?

There are three men in the house.

How many men are there outside the house?

There are two men outside the house.

How many men are there on top of the house?

There is one man on top of the house.

How many women are there in the house? etc.

The children can then be asked to form questions about the objects in the room itself. 'How many fans are there in the room?' etc.

The English teacher should not monopolise the speech in the class-room. The children should be given opportunity for speaking during the major part of the period. Difficulties should be carefully eliminated so that clever and dull, all delight in taking part. Action chains are highly recommended by French in this connection. Many simple action chains are given at length in Book I. The following is an action chain to be used after teaching the structure on 'any', 'some',

Teacher : Have I any rice ? No, I haven't any rice. I have some pictures. These are my pictures. Have you any pictures ?

A : No, I haven't any pictures. I have some books. These are my books. Have any books ?

B : No, I haven't any books. I have some pencils. etc.

At a higher stage these action chains can be expanded into simple acting plays.

Action chain with an object :—

This is box.

I have a box in my hand.

I'm opening the box.

I'm looking in the box.

There's a beetle in the box.

This is the beetle.

I'm putting the beetle in the box.

I'm shutting the box.

I'm putting the box on the table.

I'm going to my place.

Acting plays : (above action chain expanded).

A : This a box.

B : I beg your pardon ?

A : This is a box. I have a box in my hand.

B : Yes, I can see it. (to C) Can you see the box ?

C : Yes there it is. I can see it in his hand, (to A) what are you doing with it ?

A : I'm opening the box.

C : (to B) Look B ! He's opening the box.

B (to A) Is there anything in it ?

A : I'm looking in the box. There's a beetle in the box.

B & C together : What ! !

A : There's a beetle in the box.

B : Where is it ?

C: Show it to us, please.

A: This is the beetle.

B (to C): It is dead?

C (to B): I don't think so. C (to A): please put it back.

A: I'm putting the beetle in the box.

C (to B): I don't like beetles. Tell him to shut the box.

B (to A): We don't like beetles, please shut the box.

A: I'm shutting the box. I'm putting the box on the table.

B & C (together to A): Thank you very much.

B: Is that finished?

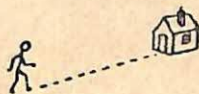
A: Yes. I'm going back to my place.

B: (to C): We must go back to our places too.

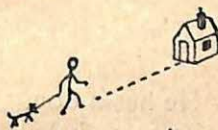
French insists that in the English class there is absolute necessity for change and variety. Let your pupils come to your class with an air of expectation. What's going to happen to-day? The success of a lesson depends largely on the first five minutes. If the teacher begins in his usual stereotyped way, the pupils sink into lethargy. Quick black-board sketches amuse and interest the class and are an ideal means of introducing a lesson. Books I and II contain a variety of such sketches (pin man and line figures, which anyone can learn to draw). I insert a few examples for the purpose of whetting the curiosity of my readers.

1. Adjectives:—

A man is walking to the house.



A man with a dog is walking to the house.



A man with a dog is walking to the house near the bridge.



2. Adverbs:—



quickly



slowly



quietly

3. (c) Active and Passive :—



He killed it.



It was killed

4.

This is a man.



(Teacher adds a hat.)

He has a hat.

The hat belongs to him.

(Teacher adds a stick.)



He has a stick.

The stick belongs to him.

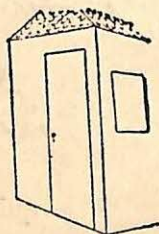
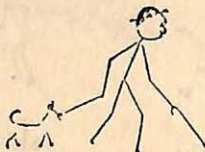
(Teacher adds a dog.)

He has a dog.

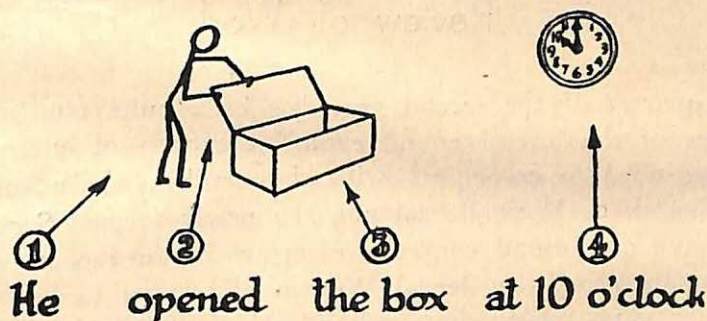
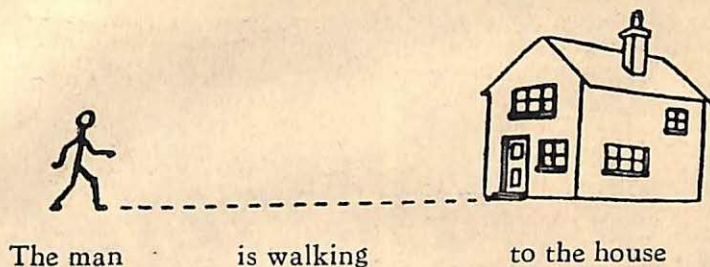
The dog belongs to him.



He has a house.
The house belongs
to him.



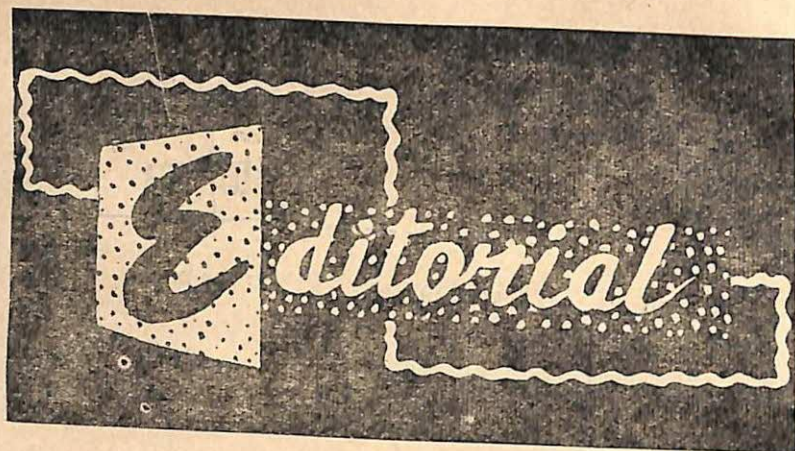
5. A very good way of teaching the parts of a sentence pattern is to show the parts in a picture.



French has outlined so many suggestions on interesting ways of using flash cards, that I cannot do better than recommend those interested, to read the books themselves. Who would be satisfied with a sip of something nice and hot, when he might drink his fill?

The books can be had on loan from Hastings House Library. With that, I close.

(A teacher of English.)



Review of Work

The second quarter of the second year has been quite fruitful for us both from the points of view of the intensive and extensive aspects of our work. On the one hand we have continued to co-operate with the Pradhan Siksha Samiti, the Association of Teachers of English of West Bengal and the newly formed Social Studies Teachers Association, we have also found congenial company in our recent collaboration with the well established organisation, the Bengal Women's Education League; while on the other, we have come into close relationship with a handful of schools in South Calcutta with the intention of undertaking and observing experimental work which may, at some future date, help the introduction of new methods of teaching, evaluation, testing and guidance for many other schools in a wider field.

In co-operation with these schools we are preparing for a few ventures to be taken up from the beginning of the academic year of 1958. Firstly, we are trying to organise a "core" curriculum to lessen the burden of too many subjects, in too few periods, upon school pupils and to decrease the domination of "rote". Secondly, we are trying to initiate a change in methods of examination and evaluation, to reduce the preponderance of the essay type of questions and answers by putting a great deal of emphasis on practical work and objective tests, guarding, at the same time, against a deterioration in linguistic expression. We feel that evaluation of pupils through objective tests will reduce emphasis on "cram books" and increase justice in examination, while credit on practical work will lead to judging of children (who are normally activistic) by their activities which would be not only more natural and pleasant but also conducive to the development of character. We have a further feeling that such changes in examinations will release a lot of teacher energy, now pressed within the dry leaves of exercise books, to be harnessed in more

profitable fields of educational work. Thirdly, we should like to persuade a few schools to keep records of their pupils (for entering into cumulative record cards) on a more objective basis than the personal observations of teachers. Great as the value of such observations are, it would create more confidence to have them authenticated by further tests and analyses on scientific lines. The fourth point to which we want to pay attention is the teaching of English. At present only one girls' school has introduced the "structural" method of teaching this subject. We should like to see more schools on the path in 1958. The greatest obstacle however, in the way of the introduction of any method involving the "oral approach" is the lack of teachers with a sufficient command of spoken English. Their unwillingness to practice English speech aggravates this difficulty. We have provided opportunities of speaking in English at meetings of the Association of Teachers of English and have found attendance to be extra-ordinarily thin on such occasions. We have requested teachers of English of particular schools, to devote fifteen minutes of each school day to mutual practice in English speaking, with no effect whatever. We have offered to attend and help "Spoken English Groups" if these were organised in different parts of the city, with no effect again. We have thus come to the painful conclusion that you can bring the water to the horse (no question of dragging the horse to the water) but you cannot make him drink it. Is all this happening as a result of attempts at replacing English by Hindi in the near future?—one may be tempted to ask, but the answer will be an emphatic "No" because the resistance to Hindi is even greater than the resistance of Spoken English. Are we then, in this modern era of 'one world' trying to condemn our Secondary Education to flow through the rut of unilingualism? We do not know, but the correct diagnosis of the situation may be that it is a case of sheer lack of will to do anything whatever.

The greatest enemy that educationists have to face is Lethargy with capital 'L' Lethargy on the part of the powers that be to come to the aid of teachers and on the part of teachers themselves in taking up new ideas, in developing difficult circumstances under which they have to work and yet feel that, given more enthusiasm and activity on the professional front, their lot would not have been what it is today, we definitely feel that the future, even now, will be ours if we take more trouble in shaping the next generation.

There are teachers, on the other hand, struggling, as the others, against heavy odds and yet following new ideas and blazing new trails. The world of education never fails to recognise them for they will introduce new life into the moribund body of Indian education and bring about the much needed renaissance by their faith and zeal.

Kalyani Karlekar.

Teachers' Quarterly

Vol. II. No. IV. December 31, 1957

Foreword

The Teachers' Quarterly has just completed the second year of its existence with the publication of this 8th number.

Our Extension Services Department has also completed two years of work and started on the third year. We began with more or less definite plans and programmes of work but these have been modified from time to time in accordance with our available resources and ascertained needs of Schools.

Those who have been associated with us for some time know how this Extension Service Department of the Institute of Education for Women started as an integral part of an All India Scheme for the in-service-training of teachers and improvement of educational conditions in Secondary Schools. It is sponsored by the All India Council for Secondary Education and supported by the State Government. We have been fortunate enough to receive valuable help and guidance from our Advisory Council, which includes members from the State Education Directorate and Inspectorate, Principals of Training Colleges, Professors of the University, Headmistresses of Schools and College Professors etc. We have received whole-hearted co-operation from every quarter, official and non-official. We have organised refresher courses and more practical "workshops," educational conferences, exhibitions, lectures and film shows. The Co-ordinator has visited schools, addressed staff meetings, arranged demonstration lessons etc. Many schools have borrowed the books and equipments obtained by us for their benefit. Many of the teachers and headmistresses have started professional associations of their own, viz. the Pradhana Shikshikha Samiti, the English Teachers' Association and the Social Studies Teachers' Association. Most heartening of all has been the genuine interest and sincere cooperation shown by these teachers and headmistresses who have associated themselves with us. We have thus completed two years of existence, and, these have been full busy years.

The time has perhaps come now to do a certain amount of heart searching and critical analysis of our own work. What exactly have we achieved? What did we aim at? If our aim is broadly defined as the improvement of Secondary Education in the State, it is too vast a problem and too ambitious a programme incapable of practical realisation. For one thing the vast majority of schools must necessarily remain outside the scope of our contact except indirectly through the Teachers' Quarterly. Even in the schools intimately connected with us the most baffling problems and difficulties are beyond the scope of our work. We cannot enlarge the class rooms in schools, nor can we decrease the number of children in a class or improve the economic conditions of teachers. But these objective conditions, immensely important as they are, present only one aspect of the picture. In any scheme of educational reform it is the human element that is of pivotal importance. Our Extension Service programme and its organ the Teachers' Quarterly, exist for the teacher. In fact our whole programme has been moulded and modified according to the expressed desire of the teachers. We have organised courses and seminars according to their wishes. We have supplied books and equipment in response to their demands. We have brought together experts from different fields of education for their benefit and we have attempted to provide a platform and a forum for their contact with each other and mutual exchange of ideas. And now we put the question directly to the teacher how far have they been actually benefited by these programmes? How far have they been able to get a better knowledge of school subjects, better methods of teaching and examination and closer insight into modern ideas and techniques? We should like to know how far the active consideration of the problem of education among themselves and contact with educational experts have helped the actual worker in the field of education who is, after all, the most important factor in the reform of education.

Teachers who regard themselves not only as supporters of world cooperation but as actual world citizens with individual responsibilities, who are informed on international politics and issues, and who use their influence whenever possible to help form and modify national policies will gain increased competence for guiding students, as they continue to devote their attention to improving the relationships of themselves and their students to other human beings of their nation and world.

"Democratic Teaching in Secondary Schools"—Stiles and Dorsey

Researches and Experiments in Education in India *

Principal J. LAHIRI, M.A., B.T., Dip-Ed. (Lond), W.B.S.E.S. (Rtd.)

Lost Knowledge in the Field of Education

Knowledge grows apace through research, which adds to the scientific knowledge of subjects. So rapid has been the increases of knowledge within recent years that the gap between theory and practice particularly in the field of education tends to widen. Again hundreds of research workers engaged in digging holes in the field of education have produced theses, the large majority of which are being irreverently interred in the farthest recesses of University libraries instead of being made available to the field of workers in the interest of further progress! It is true that in the field of education some of the theses deal with problems remote from those which are encountered daily by those responsible for controlling and guiding children in schools on account of the fact that there is yet too great a gulf between the research worker in the erstwhile segregated Training College and the teacher, which is now being happily bridged up by the more recent institutes of education with their Extension Departments. These theses deserve to die but there are undoubtedly many others which are rich in original thought and knowledge and which throw light on the solution of real class-room problems. These should be publicized and made available to teachers for real progress in educational methods. It is a truism that man progresses by handing on discoveries from generation to generation so that each generation builds on the foundations of the previous one. So the failure of our Universities and Post-graduate Training Colleges to make the results of educational research readily available is a virtual betrayal of the responsibilities of the authorities for building up education on the solid bed-rock of research for the real advancement of learning, for it betrays a lack of national efficiency for which there seems to be no valid excuse.

How to Retrieve this Loss

A synthesis of previous researches in a specific field of enquiry has been woefully neglected by our Universities which should not only publish comprehensive titles of theses but also give details. Now that Bureaus of Psychological and Educational Research are being attached to Institutes of Education, it should be possible for these bodies to place their entire resources at the command of the individual researcher. They should have all references properly filed and made readily accessible to workers. All records of previous

* Being a summary of lectures delivered to teachers at the Institute of Education for Women, Calcutta in October, 1957.

researches should also contain suggestions for further research, bibliographies and lists for follow-up investigations on kindred problems. Without a thorough acquaintance with statistical procedure no research worth the name can be fruitfully carried out. So it is up to these bodies to lend the individual researcher the services of trained statisticians and a panel of experts to whom the Bureau could refer. The Bureau should make available the results of educational research in a form suitable for direct application in the school room. An agreement should be made between Universities on the interavailability of theses so that any thesis can be studied in the students' own University library.

Scientific Education Demands Close Liaison between Schools and Training Colleges

Scientific education demands the application of research on day to day class-room problems. If education is controlled by constant research it should produce results of outstanding importance in a few years. Hence the need for developing a close liaison between a school and a Training College. Today there are few things so important in any Training College as the presence of a group of research workers, drawn partly from the profession and partly from University graduates with education or psychology as one of their subjects and with a flair for research digging holes in the almost virgin field for research in education in this country. Indeed today so great has been the increase of modern advances in educational theory and practice that no sooner is a man trained for the profession than he needs a refresher course to bring his training up-to-date.

Value of Research in Education

Research is basically a frame of mind—an attitude of inquiry which alone can confer on the teaching profession a dignity and an enlightened procedure, for the professionalising of the teachers' calling rests on the capacity for original research displayed by field workers in education. Research economises effort, prevents wastage, increases efficiency and reacts to vitalise and dignify the work of the teacher. It helps inspectors, educational administrators and supervisors to adopt a scientific attitude towards the work of appraising results through age and grade norms in scholastic subjects. It will put an end to the a-priori criticism of newer methods of teaching by teachers of the old-school clinging to the old ways of doing things. Old ideas die hard. Research develops faith in new methods and points out to old-time conservatives that a man without faith is really dead. Where there is no vision, the people perish. Teachers must have faith in the future of their profession and vision to guide it inevitably to its rightful destiny.

What the Average Trained Teacher can do

It may not be given to the average teacher to take in hand some research work worth the name. He may not have the time, facility and scope for carrying out an ambitious research programme for a mere collection of data without precisely formulating the problem and applying statistical formulae for interpretation of valid results, does not constitute research. But it is certainly his business to embark on experiments with the help of standardised tests and scales and the application of statistical procedure. When a teacher

applies such a procedure to his class and derives from it a result which is valid only for that, class, such an effort can hardly be called research deserving publication, although for the teacher himself it may be profitable. He should also give every facility to research workers in education to take tests. If the average teacher stands aside and refuses to help them, they will only have themselves to thank if newer methods, the efficiency of which has been tested by research, are imposed on them from the results of experiments which they do not care to understand, which are really applicable to their day-to-day teaching work and in which they have to share.

Psychology in the Class Room

The marriage of education and psychology is sure to have valuable effects in spreading, for instance, the understanding of individual difference in the organisation of opportunity classes for the brilliant who should be given supplementary assignment and be excused from the general drill meant for the average, and of adjustment classes for the slow and the backward, in providing efficient vocational guidance and in numerous other ways. From the point of view of social and educational maladjustment the position of the teacher is thus most strategic. The higher the professional consciousness of the teacher and the greater his sense of responsibility to maladjusted problem children, the more positive his contribution to human salvage and social progress, for through guidance the teacher may facilitate personality adjustment in order to help the child to assume in due course the fuller responsibilities of democratic citizenship.

Empirical Child-study—a Sheer Necessity

Again the knowledge of the pupils is the very foundation of all method of education which is basically the bringing together (in rapport) of the two poles viz., the subject and the child and the way in which teachers seek to make the subject a part of the child's life. Unless therefore the teacher understands the workings of the child mind by studying each child entrusted to his care the way in which his personality develops and grows the emotional difficulties he has to contend with in the way of his adjustment and balanced development free from stress and tension the effect of his social environment on the child etc., the teachers' methods will be simply blind gropings in the dark. "Every child is a creature of loves and hates, jealousies, aspirations, fears and disappointments." This work of empirical child-study will, of course, add but one more task to the already overburdened teacher; but it is a task which must be tackled resolutely and with vision if a great deal of the value of the teachers' work is not to be lost.

How the Newer Training Colleges can Help in Diffusing a New Spirit in Education

While we welcome the beginning of a new spirit in education brought about by a frame of mind which refuses to accept anything as valid unless established by researches and experiments in a few progressive schools in this country, the large majority of untrained teachers in the rest still remain impervious to new ideals and methods. It is only in the few progressive schools that the idea of the child as a passive recipient of information handed

out by the teacher is dying, the "activities" by children themselves are assuming greater importance and the extended use of visual aids is making learning more vivid and enjoyable than before. It will not therefore be extravagant to say that the large majority of schools and teachers still remain unaffected by the changes brought about by the new psychology and researches in the field of education. The child leaves school far too often lacking the essentials of a sound education, the foundations of which are not being well and truly laid because teachers still continue to be ruled by blind tradition. In spite of the mounting cost of education can one honestly say that the individual child is receiving a full share of the teacher's attention and the parent adequate surrender value for the money spent by him on education? Certainly not. The situation can improve only if adequately trained teachers on adequate pay-scales are made available to the schools. Research will make the office of the teacher more dignified and with it the role of the amateur in education will decline and ultimately disappear. The newer Institutes of Education should as a normal part of their work conduct research work in various important aspects of pedagogy and establish close liaison with the general body of teachers and through them with class-room problems so that teaching and research may go hand in hand resulting in contributions of the greatest significance for the improvement of education.

Two Problems in Education Requiring Urgent Research

Two of the problems that need urgent research in education may now be discussed. A new curriculum for the higher secondary schools has been constructed by a panel of experts but the framers have made it perfectly clear that it is only tentative and that it should be constantly reviewed, reshaped readjusted with new secretions of facts, truths, processes, principles etc. as new facts emerge with the everwidening expansion of the frontiers of knowledge. It is up to the Training Colleges and the State Bureaus of Educational Research to embark immediately on curricular research to settle details finally after experiments conducted on lines similar to those in Western countries. Then there is the problem of examination and evaluation which urgently calls for a solution, for "in no branch does badness of design even in small and apparently trifling details of the machinery effect so profoundly the whole psychology from the school upwards to the University". To reform the traditional system of examination we need to devise 'objective' tests, based on the technique of intelligence tests which will have the merit of validity, reliability, comparability, wide coverage, and of testing the application of knowledge to specific life situations. The results of these tests are to be supplemented by cumulative records to be maintained by each teacher. In this way our examination system must be completely readjusted to meet the new angle of approach. In order to do this teachers will have to use a number of tests, such as, intelligence tests, achievement tests, aptitude tests and such other tests. It is up to the newer types of Training Colleges and State Bureaus of Psychological and Educational Research to prepare the forms of cumulative records by research and to standardised tests and scales. The Training Colleges should organise short courses of training to train teachers in the administration of these tests and the maintenance of the cumulative Record Cards. The newer types of Training Colleges should send out teachers in whom has been created an

enthusiasm for experiment and research with knowledge as how to conduct them, and should initiate, supervise and co-ordinate experimental work in schools, instead of maintaining their present "ivory tower" attitude of splendid isolation from the schools.

Other Problems Calling for Research

Research is also needed in the history of education to reinforce progressive ideas, in philosophy to evolve a real and satisfactory philosophy of education that takes into account the most up-to-date contributions of modern science, in educational administration e.g., cost of education, function of inspection, wastage, selection at 11 plus and 14 plus for diversion of children into secondary schools or into diversified courses etc., in educational organisation e.g., age of entrance, size of class for teaching, relative efficiency of collective and individual teaching, aspects of examination etc., in curricula e.g., principles or criteria for selection of subject-matter etc., in comparative education, in normal education e.g., nature of character, personality studies in lying, stealing deceit, juvenile delinquency etc. and in methods of teaching e.g., relative merits of two methods of approach, measurement of school subject such as handwriting, spelling reading, composition scales etc. with age and grade norms.

The Technique of Research in Education

'Technique is to research what method is to teaching or logic is to thinking'. Educational problems, unlike problems of natural science, are usually complex, elusive, unpredictable to a certain extent, and, as such, artificial isolation of data for elimination of irrelevant factors tending to vitiate the validity of results, is often very difficult, if not impossible. Besides in all educational investigations we are faced with variations on account of age, grade, time of the year, heredity, maturity, training and social status. Owing to these difficulties the technique of equivalent or parallel groups i.e., the control group and the experimental group, are sought to be equated with the help of the application of statistical formulae, such as, mean, standard deviation and correlation has been devised. For example, if we are to determine the relative efficiency of two methods of teaching, we can divide a class of 40 children into two equivalent groups after ensuring that the mean and the standard deviation (or mean of deviations from the mean) are the same for two groups on the results of intelligence and scholastic tests. The control group is the group which is not to participate in the new teaching technique but is to be taught according to the traditional method whereas the experimental group is to be taught according to the new method. As under such an arrangement the control group is unaffected, we can easily determine by the results achieved in the control group whether the initial and final tests have been of equal difficulty.

Tools of Research and How to Apply Them

The tools of research are intelligence and scholastic tests, standardised for age and grade. Such tests are now being standardised in India. With the help of the normal frequency curve we can pass judgement on faulty teaching or unsuitability of tests, as

distribution of abilities in a randomly selected sample invariably conforms to the bell-shaped curve. It is, therefore, important for the teacher and researcher to be familiar with the mathematics of the normal frequency curve and the administration of standardised tests and scales. Intelligence tests, group or individual, constitute a very important psychological tool for researches and experiments, for reclassifying a class into homogenous groups, for more effective teaching, for educational and vocational guidance; for differentiating the course of study as regards both content and methods etc. A reasonable homogeneity in the mental ability of pupils who are taught together, is a *sine qua non* of efficient teaching. A school's first task should be to find its gifted children—the potential leaders, inventors, research scientists etc. of a nation and to set their tasks more commensurate with their ability, for it is of greater value to society to discover a single gifted child and help in his proper upbringing than to train a thousand dullards. An example to illustrate the technique of research may be relevant here.

Let us suppose we are to find out the efficiency of Basic schools as compared with the traditional primary school. The first step will be to construct a battery of objective tests on scholastic subjects, based on the technique of intelligence tests and the principles of the new-type examination. Indeed the most notable contribution to the technique of educational research is the standardised "objective" tests in which the marks awarded to candidates for their performance in school-subjects by the same judge at different times or by different judges at the same time should be the same. All we need to do is to collect some 4000 questions from Heads of the two types of schools, Basic and Primary, on scholastic subjects, such as, mother-tongue, arithmetic, social studies etc. and then transform them into batteries of objective tests after applying the principles of the new examination and testing them on children of both types of schools. Then some standardised tests or scales in spelling, reading, composition, handwriting etc. may be chosen from the Training College of the area. If equipped with the necessary tests, they should be administered on boys of two types of schools randomly selected, care being taken to ensure uniformity in setting the tests, the conditions under which the boys do the tests within a fixed time-limit and the assessment of their performance and in weeding out irrelevant factors calculated to vitiate results. The next process is statistical formulae such as mean, standard deviation and correlation.

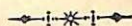
Limitations of Research

In mental measurement we have to deal with ultimate and imponderable values—things of the spirit which are not amenable to statistical evaluation and which are variable, indeterminate and unpredictable to a degree, unlike phenomena in natural science. To give an example, can any kind of examination test the imponderable values of literature, a subject "so full of suggestion, of delicate half-lights and shadows"? To substitute statistics for creative thought will be to court disaster. There are the dangers of carrying a research to extreme length (e.g. having more in the conclusion than the premises warrant) and of sweeping generalisation (e.g. when the data are derived from a very restricted field of psychological or pedagogical investigation). We must not be carried away by our craze for preci-

sion, for mathematical exactitude through the application of statistical formulae when we have to reckon with ultimate values, where non-statistical methods are applicable. We must not forget that man can not only meet a situation but also can create a new situation, and that this "creativity" of man his conduct as determined by motives, ideals, sentiments etc, are really beyond the scope of a behaviourist psychology, based on a mechanistic view of life to explain. We must have the imaginative insight to be able to look beyond the present to behold the vision splendid. "If this vision should fade into the light of common day, not only will the people perish but research itself will become but a sterile futility."

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"We are now coming to believe that the careful judgments of trained teachers are fully as reliable as measures obtained through the use of objective instruments.....There is no reason to believe that research using observation as a means of recording responses is any less objective means of appraising and recording growth if the individual doing the observing is trained in the techniques of observation and if skill is carefully applied".

(Democratic Teaching In Secondary Schools By Styles and Dorsey)

Social Studies in our Secondary Curriculum

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It is about a year that the revised Secondary Curriculum has been in force in the class XI High Schools of West Bengal. An important component of this new curriculum is "Social Studies" which finds a place as a "core" common for all students of classes IX and X (at least that is the present position in West Bengal) of the enlarged High Schools. The expression 'Social Studies' at first gave a jolt to our wonted thinking on Secondary Curriculum, specially because most of us had little accurate idea as to the meaning, scope or contents and functions of this new item in the purposed curriculum for the reorganized High Schools of India.

The term 'Social Studies' :

Anticipating the possible objections and misgivings on this score, the Mudaliar Commission clearly set forth their views on the points raised above, 'Social Studies', observes the Commission, 'is a comparatively new term in Indian education and is meant to cover the ground traditionally associated with History, Geography, Economics, Civics etc. (Commission's Report, Chap. VI, p. 93). The question that arises at once is : If 'Social Studies' is merely a new term meant to cover the traditional subjects like History, Geography etc., what is the need of importing such an expression at all ?

What's wrong with the traditional subjects ? What is the need of introducing a new term if it is merely to cover the traditional subjects put together ? To all these objections the commission had their answer. According to them the teaching of these subjects separately 'imparts miscellaneous and unrelated information and does not throw any light on, or provide insight into social conditions and problems, or create the desire to improve the existing state of things'. (Report, Chap. VI, p. 93), and hence their educative significance is negligible. The above remarks of the Commission leave no doubt as to what, according to them, is wrong with the traditional subjects and wherein these are failing. The point is, that knowledge presented in isolated bits, through separate subjects without reference to their functional bearing on actual life situations, does not build up meaningful wholes and, as such the student is not equipped with the power to understand his social environment and hence is unable to find his proper place in it.

Meaning and Functions of Social Studies :

But before we proceed further with a discussion of this important question, viz., the

functions of Social Studies, it would be better to make an attempt to clear up what is exactly meant by 'Social Studies'. What does the Mudaliar Commission, the body responsible for the current changes in Secondary Education, have to say on the point? According to them, Social Studies is to be looked upon as 'a compact whole whose object is to adjust the students to their social environment which includes the family, community, State and Nation so that they may be able to understand how society has come to its present form and interpret intelligently the matrix of social forces and movements in the midst of which they are living. (Commission's Report, Chap. VI. p. 93). Thus we see that the Commission has visualised Social Studies as 'a compact whole' and not as a mere compendium of separate subjects. Now this point is important, specially because it leads to another question, viz., the organization of the course content of Social Studies, on which however there are wide divergences in practice in different countries, even between different States and regions in the same country. However, the discussion of this aspect of Social Studies we defer for the present, and concentrate on a consideration of the aims and objectives of Social Studies in the Secondary Curriculum. A consideration of this question will also throw light on our discussion of the problem of organizing the Social Studies course. Now, for a full understanding of the functions of Social Studies in the High Schools of India, we have to make a brief review of the content in which the need for such a course was felt by the authorities.

The Changed Context :

In determining anew the aims and objectives of Secondary Education in India the Mudaliar Commission laid the greatest stress on 'the dominant needs of the present situation,' in which, according to them, lay the key to all national reform, educational or otherwise. According to the Commission's analysis the *raison d'être* of this situation is the fact of India's attainment of independence in 1947 A. D. and the resolution of the people, as solemnly embodied in the Constitution, to transform themselves into a secular democratic republic. But to transform a nation, which till recently was a subject people tied to the cog of the imperial wheel of another nation, into a secular democratic republic based on adult franchise is no easy task. It means the development of new standards, values and attitudes, and new ways of living, conducive to the realization of a new order of Society. And how can we ensure a new order of society based on certain common habits, attitudes, and ways of work except by training the adolescent generation—the potential leaders and workers of society in these specific habits, attitudes, ideals and values? A commonness of outlook or approach cannot develop except through common experiences and activities. As the Commission points out 'the educational system of the country must make its contribution to the development of habits, attitudes and qualities of character which will enable its citizens to bear worthily the responsibilities of democratic citizenship and to counteract all those fissiparous tendencies which hinder the emergence of a broad, national and secular outlook.' (Report chapter III, p.23). The educational media then must be such likely to bring about these desired outcomes in the future citizens of democratic India. This is all the more important when we consider the role of Secondary Education from another standpoint.

Changed Role of Secondary Education :

While so long Secondary Education had been merely a stage preparatory to Collegiate

and University Education, it has now to cater for the needs of all adolescents, and not merely of those aspiring after higher education. Under the constitutional requirement, the state is now bound to provide appropriate facilities of education for all children up to the age of 14. This means that under the new set up large numbers of children will come to the schools from widely divergent social economic and cultural backgrounds. Moreover, the High Schools will draw students from different types of schools—Senior Basic or Middle English schools and it is necessary, therefore to provide 'an initial period of transition' in the high school stage, which will enable students to pass through certain common educational experiences and programmes and develop a common outlook and approach to their work.' (Report, chap. VI, p.86). But side by side with this need for providing common experiences, there is also the need for diversified programme to cater for the varying abilities, aptitudes and interests revealed by adolescent boys and girls towards the end of the period of compulsory education. Thus we see that any educational media or curricula to be introduced in the High schools must help in the realization of two fold objectives mentioned above. We need to give the students certain common experiences to develop in them common outlooks, standards and values etc, we also need to give them diversified courses to provide for their special talents and interests. It is with this dual objective in view that the new curriculum of Secondary Education have been organized in two parts—the 'core' subjects and electives. Social Studies has been included within the 'core' group. The core subjects and the electives together, are to contribute 'to the all round education of the students, making them productive, co-operative, well-balanced and useful members of society, (Report. Chap. IV, p37).

The task of Social Studies, then, is quite a responsible one. It is a task of developing an effective democratic citizenship for the emerging democratic social order in the country.

Functions of Social Studies as a core subject

The chief function of Social Studies, as has already been started, is to train the democratic citizen. As the Mudaliar commission has pointed out, citizenship in a democracy is a very exacting and challenging responsibility for which every citizen has to be carefully trained. A democratic order of society cannot come into being unless its citizens learn to live democratically. The functions of Social Studies are devised from the chief requirements of a democratic citizen.

Now, the great quality of a democratic citizen is his capacity for clear thinking and his receptivity to new ideas, a quality that is regarded as the distinctive mark of an educated mind. He should have an open mind free of any bias or pre-conceived notions, a mind not cabined within the prison-walls of out-moded customs, traditions and beliefs. As the Commission has eloquently remarked, 'No education is worth the name which does not inculcate the qualities necessary for living graciously, harmoniously and efficiently with one's fellow men. Amongst the qualities which should be cultivated for this purpose, are discipline, co-operation, social sensitiveness and tolerance... (Report, chap. III, p. 25). The discipline here spoken of, is the valuable by-product of cooperative work willingly undertaken and efficiently completed. In this connection, perhaps the greatest stress has been laid by the Commission on the arousal of the 'passion for social justice based on a

sensitiveness to the social evils and the exploitation which corrupts the 'grace of life' (Report, chap. III p. 25) The evoking in our adolescent pupils of this social sensitiveness or awareness is the particular task of social studies whose subject-matter touches Social life on more points than one. Indeed, if our nascent democracy is to survive at all, a democracy which harbours so many faiths, races and communities, it is imperative that the young generation is given an educational programme which would cultivate in them such qualities of mind and heart that they will be capable of entertaining and of blending into a harmonious pattern differences in ideas and behaviour. And the responsibility of developing such habits and qualities rests primarily on the humanities in general, and Social Studies in particular. Viewed from this angle the emphasis shifts from quantum of matter to be imported to the proper presentation of it, which has been rightly emphasized by the Commission.

Now, a question that may be pertinently raised here is whether the emphasis in Social Studies on the development of habits, attitudes, ideals and appreciations would not mean indoctrination and regimentation which are known to be some of the detested evils of a totalitarian regime. It cannot be denied that certain common experiences and co-operative activities are the sine qua non of any Social Studies programme if it is to be at all worthy of the name, but the fact of providing the adolescents with opportunities for common experiences need not, and should not mean active indoctrination in any pre-fixed ideals and values; for, within the broad frame-work of common experiences there will be ample room for the indulgence of individual tastes, habits and aptitudes. And then even after providing opportunities for common activities, there would be no conscious effort at the inculcation of certain habits or attitudes to the exclusion of others. What is important to remember in this connection is that, in Social Studies activities, the teacher's job would be to bring the children to the point where they will feel the need for making enquiry into the current beliefs, practices, ideals or habits etc. underlying the various social processes and institutions with which their individual lives are so indissolubly mixed up. In the light of information gathered as a result of their own free enquiry they would be helped to examine rationally the bases of such beliefs, practices etc. with a view to bringing about improvement in the social order itself. The point to be noted here is that in Social Studies the student is helped to gather data, and, with their help, to examine certain concepts or practices connected with some social issues or problems, but that far and no further. There is no attempt to dictate the conclusion to be drawn from the evidence, and here is the difference between the totalitarian and democratic outlooks

Now to come back to our point of discussion. The task of Social Studies then as a Core subject is to develop the enlightened citizen for an effective participation in the democratic social order to which he belongs. This task will involve the initiation or improvement of certain basic skills, understandings, and habits, attitudes and appreciations, necessary for a successful note as a participating citizen of a living, growing democratic order of society. It is a task of developing an educated person "who is personally effective, enjoys satisfactory social relationships, accepts responsibility as a citizen, and is economically competent." (Moffat, Social Studies, p3)

Now to revert to the question raised earlier, viz., the necessity of a new compulsory course under the name of "Social Studies," and the justification of a change in the position of the traditional subjects like History, Geography, Civics etc., from their wonted place to that of electives. Viewed in the broad context described above, it would appear that there is urgent need of a broad background course like that of Social Studies common for all, specially when the varying abilities, aptitudes and interests of the adolescent boys and girls are to be catered for by the introduction of diversified courses at the secondary stage. An integrated course of Social Studies with its basic theme of the organization and functioning of social life and the many ways in which such a life is organically related to the life of the individual, has to be provided for all adolescents with a view to supplying a broad cultural parity to all. This is important if all these adolescents with diverse talents and interests are to live peacefully as citizens of the same democratic order and work together in furthering the best interests of that order in which their own individual welfare lies. Social Studies thus is a new concept and no mere extension or amalgamation of the traditional social sciences like History, Geography, Civics, Economics etc.

Beside the need for training the democratic citizen with all that such a training involves, there is at the present moment another imperative reason for the inclusion of a course like Social Studies. In the present complexity of the social forces and movements and the highly mechanized and industrial nature of our civilization with its rapidly changing pattern of values and standards, we need a course particularly designed to orient the adolescents effectively about the main processes and forms of the social organization with which their lives are so vitally related to discharge this important function by equipping the individual with the basic knowledges, understandings and skills and by inculcating in him certain elastic habits and attitudes that will enable him to discharge an effective, useful and satisfying role in society. Experience has shown the traditional social sciences with their emphasis on a definite body of knowledge arranged in close logical order, and containing as they do much that is inert and out of bearing with actual life situations, are not calculated to serve effectively the purpose of a broad general course orienting the individual to the social order with its dynamic and ever changing patterns of values and standards.

Psychologically also it has been found that children perceive and learn things in relation to a total pattern and not as isolated bits divorced from the situation in which they occur. Moreover, things learnt separately as isolated bits of information do not become permanent possessions of the mind unless they are seen as organic parts of a total meaningful pattern. This psychological finding also favoured the development of comprehensive courses wherever some common link could be found between a number of allied subjects or fields. From this standpoint then, the Social Studies comprising of the essentials of social life in its various functional aspects, are likely to lead to better and effective learning—a learning that is likely to develop the social insight in them, and as such of real

use in actual life situations. This is unlike the learning that is based on the memorization of items of information without reference to the total situation in which they occur-

Thus we see that alike from the psychological, the practical, the national and the broad educational standpoints, a 'Core' course of Social Studies is a pressing need of the hour, and the reorganized secondary curriculum by including such a course has only placed the country in line with other nations who have already made considerable headway in this regard.



The goal of democratic living is the establishment and perpetuation of a pattern of group life that increasingly makes possible a greater amount of personal happiness and well-being. Such a pattern provides for creative expression and self-determinism. It utilises free inquiry and insures freedom from externally imposed control. It makes these provisions for all members of the group.

To foster this way of life, democratic teaching—teaching that assists all youth to grow physically, socially, emotionally and intellectually through experiences in democratic living is necessary. Youth subjected to autocratic teaching can never learn the way of living called democracy.

Democratic Teaching In Secondary Schools—By Stiles and Dorsey

A New Approach to the Teaching of English—its *raison d'être*

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We are all painfully aware that in recent years there has been a progressive deterioration in the standard of the knowledge of English acquired and possessed by our boys and girls. Ever since the introduction of English education, English continued to be the medium of instruction till the very other day but a great change in status has now come over the language with the adoption of the regional language as the medium of instruction in the primary and secondary stages. We all welcome this change, for a foreign language with an alien background cannot be permitted to hold a supreme position in the scheme of education in our country for eternity. Every child has a right to receive his education in his mother tongue but we cannot afford to shut our eyes to the utility of English in higher education even in the changed set-up and our misguided zeal for eliminating the foreign language should not misdirect our energy into a wrong channel, spelling disaster to our future generations. We have got to accept that the foundation of an optimum knowledge of English indispensable to higher education will have to be laid in the early stages in our schools. Even a few years ago, our pupils managed to acquire a fair knowledge of English in an incidental manner, for this would come as a by-product in the process of acquiring the knowledge of other subjects through English. All that we had to do was to formalise and consolidate this knowledge by a systematic study of English Grammar and of selections from the classic authors.

However, the change of situation at present demands a change in approach. We can no longer look upon English as the first language that it used to be but as a compulsory second language a knowledge of which is essential to our living contact with the thought-currents in the rest of the world.


Now, in teaching English as a second language, the teacher is confronted by two major problems what to teach and how to teach. English is an exceptionally complex language. We can get an idea of this complexity in respect of vocabulary if we care to consult a large standard dictionary. The number of words listed in such a dictionary often exceeds a hundred thousand and may extend even to a quarter of a million. 'A considerable part of these words is superfluous to the normal requirements of the average English.' Even by eliminating the specialised words of technical nature, the number of vocables comes to a figure between twenty to thirty thousand. It has been found on calculation that a mere knowledge of such a vocabulary takes "the normal educated Englishman at least sixteen years of intensive language experience." Even without a stretch of imagination one can have the idea of

the time that a foreigner may take to master this vocabulary. In addition to this problem there is the difficulty arising out of the complexity of the structures peculiar to the language. Obviously, a careful selection of vocables and gradation of structures become imperative in order that the learner's task may be simplified to some extent at least.

In recent years considerable work has been done on the problem of vocabulary selection by experts like Dr. L. W. Faucett, Dr. H. F. Palmer, Dr. Michael West, assisted by Professor Fife, Dr. Keppel and Professor Thorndike. The results of these studies and researches have been embodied in the '*Interim Report on Vocabulary Selection*' published in 1936 and in '*A General Service List of English Words*' with Semantic frequencies compiled and edited by Dr. Michael West and published by Longmans, Green & Co.

The importance of these two volumes in the teaching of English as a second language cannot be over-estimated. But, again, 'learning a language is only in part a matter of acquiring vocabulary it is much more a matter of acquiring skill in handling the fundamental structures of the language in question.' Graded sentence structures have been prepared by the Department of English as a Foreign Language at the Institute of Education, University of London. In his recent book '*a Guide to pattern and usage in English*' Mr. A. S. Hornby has given an exhaustive analysis of the structures and provided a wealth of details that make the treatise an indispensable *vademecum* to one who is in any way interested in the new method of teaching English as a foreign language. The States of Madras and Bombay have published syllabuses in English, setting forth, in great details, series of graded structures together with vocabulary, 'teaching points' and 'remarks.' A series of new-type text-books has been written on these patterns by Dr. J. F. Forrester and Mr. J. G. Bruton of the British Council.

According to the Draft Syllabus for Higher Secondary Schools issued by the All India Council for Secondary Education, Delhi, "the aim" in teaching English, "should be confined to teaching pupils simple, straight-forward English". This object can be achieved if we can help the pupils in mastering the structures and vocabulary in association with real situation and action. In this connection we should remember that an appreciation of literature presupposes a command of language". Literature can be approached through language, but not language through literature". It is, therefore, quite in the fitness of things that the first four years should be devoted mainly to the mastery of the linguistic skills by intensive drilling in structural patterns in a realistic atmosphere. The structural approach to English recommended by the All India Council for Secondary Education is based on sound psychological and pedagogical principles. "Gradation of structures and vocabulary in the reading material, integration of Grammar and Composition with reading lessons, plenty of oral work before a lesson is read, activity on the part of the pupil rather than the teacher and definiteness as regards methods and contents of teaching are some of the distinctive features of the Structural Approach which establish its superiority over the traditional methods of teaching."



Draft Syllabus For English

SADHANA GUHA

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A glance at the miserable standard of attainment in English by our students both at the Secondary and Higher levels is enough to make one feel that there has been a great waste of time and energy, both on the part of the teacher and the students, and yet, the time set apart for the teaching of this language has been more than generous up to very recent times. But things are different now. This subject, as we all know, does not hold the same position it did in the past. It is to be regarded as the second language of importance,

Limited time but goal
about the same

if not the third. Now we have lesser periods and lesser years at our disposal and yet the goal aimed at for the High School and the Higher Secondary examinations have remained about the same as before. We say 'about' the same as before because English is still to continue as an important medium of instruction at the College and University level for some time to come.

This change over has naturally bewildered us all but educationists feel sure that a lot can be done even during this period of 6 years. They say that the time allotted at present to English teaching is certainly not inadequate to ensure a fairly good standard among our pupils. Any further increase in the time allotted to it would be but at the expense of more vital and important subjects. It has been pointed out that the cure for the disease lies elsewhere. The things that need immediate attention are—the syllabus, the text books, the system of examination and above all the teachers and her teaching methods.

Draft Syallabus

Being fully aware of these facts the authorities in charge of

Secondary Education in our country have drawn up a Draft Syllabus for English which, I am sure, we have all gone through very carefully. This syllabus (no matter in what modified form we accept it) must bring a reorientation in the use of text books, in the system of examination and in teaching methods. If we go through the syllabus we shall find that great stress has been laid on 3 things—(1) oral lessons, (2) controlled vocabulary and (3) the use of graded structures. Our basic aim at the Secondary stage must be to give the children the fundamental structures of the English language and this must be done in a systematic, scientific and interesting way. We shall be very little concerned with literary English for that can come later. Of the three things on which stress has been laid the problem of oral lesson and vocabulary control are our old friends. We have not forgotten about Thorndike's frequency list or about Dr. Wests. The General Service list of the 'Interim Report on Vocabulary Selection for the Teaching of

Vocabulary and Semantic Grading

English as a Second Language' has been most widely used ever since it was published in 1936. But, though the use of controlled vocabulary is but an old suggestion, the selection and grading of it has taken a new form.

Up to this time the attention of authors has been mainly confined to the words as units and not to the various ways in which the words can be used or to their different meanings. More research has been carried out on word frequency and the results are available in 'A General Service List of English Words compiled and edited by Dr. West. In this book the 2000 words of the earlier selection are revised in the light of recent research and percentage of frequency for each meaning of each word is given. This is called 'Semantic Grading' and it has proved very useful to new syllabus makers and text-book writers. When grading structures the semantic grading is very useful and essential. Here is an example to show how the important structural word 'for' has been introduced in a syllabus.

1. Firstly, it has been introduced to mean 'for somebody'.

Example (a) This is a mango for my brother.
(b) There is a book for you.
(c) These flowers are for my mother.

- 2 Secondly, it has been introduced to mean 'for something'

Example (a) This bag is for books.
(b) Glass is for water.
(c) Oil is for the lamp.

3. Then it has been introduced to indicate a purpose, an exchange, a period of time and so on.

Example (a) He went for a walk.
(b) I gave him Rs. 3 for it.
(c) I paid Re. 1 for the book.
(d) I read for 2 hours.
(e) He waited for long time etc.

The second fact that has been taken into consideration about vocabulary is the utility, teachability and simplicity of words. For the sake of selection of words vocabulary has been classified into four groups (1) Essential Words (2) General Words (3) Common environmental words (4) Specific environmental words. The first group includes in its list all the connecting tissues of the language without which we can not say anything. General words are in most cases refinements or synonyms of essential words. Vocabulary is to be built up in such a way as to teach all the essential words and very few specific environmental words.

But these words by themselves will not solve our problem. They need to be arranged in various patterns and cemented. And here arises the question of structures. What do we mean by structures? They are but the many fixed and peculiar ways in English to fit words together into sentences. 'Until

recent times the attention of those engaged in research in the methods of teaching English as a foreign language was largely focussed on the problem of vocabulary. Underlying this research was the assumption that the most difficult aspect of learning English was the learning of individual words, and that if the words were known the battle was practically won. But now it is generally recognised, however, that because of relative absence of inflection in English, (as in many other modern languages) the learning of individual words is not the greatest problem. In fact constant attention to the teaching of the correct construction of sentences is of vital importance.

According to Mr. E. G. French the construction of English sentences mainly depend on three basic principles (broadly speaking about it).

1. Word-order. (2) Structural words and (3) Inflexions.

The word-order in English phrases clauses or sentences follow certain fixed models and a change in the order makes a lot of change.

Word-order

Example: Fish eat—Eat fish. He killed the tiger—The tiger killed. A foot long—A long foot. So word order is very important in English for it is fixed and upon it depends the plan of each standard model sentence. If we go through some of the books written by Mr. F. G. French on the teaching of English abroad we shall find that he has listed ten models for statements and nineteen models for questions. Of these sentence patterns in English the three part pattern (i.e. subject verb object (or Predicate) and the pattern beginning with 'these' are the most frequently used. These standard patterns are not, in themselves and in their simplest forms, difficult to learn. But these models are to be placed before the students as models to be memorised and made habits of thought so that they may prove useful as the students proceed with their work for the most ornate prose is but repetition, combination variation and ornamentation of these standard designs. Combinations and variations come easily and readily in the speech of the native speaker but we shall not be concerned with the freedom permitted to them. Our business is to smooth the path for the foreign learners and remove their difficulty and the number of combination and variations that our students will need is limited.

Here is a table based on a standard model to show how various types of sentences can be placed in a single frame work.

Table I		
S - V	O -	P or C
I can hear	the girls	quarrelling
I found	the boy	working at his desk
We must not keep	them	waiting
I caught	him	stealing apples from the garden
I donot want	her	to know
Did he want	us	to go there

} Particles

} Infinitives

P—Predicative C=complement

The second principle to be taken into consideration when constructing sentences

Structural words

is the structural words—the preposition, the helping verbs, and structural adjectives and adverbs.

- Examples :—1) I go, you go, She goes
 2) Did we go ? Will he go ? Does he go ?
 3) At the house, To the house ; In the house.
 4) You like him more than I
 You like him more than me.

The underlined structural words make all the difference in the meanings of the sentences. Hence it has been rightly pointed out that in a 100 ordinary sentences there may be as many as 250 prepositions, 200 pronouns and 150 other structural verbs. Adjectives and adverbs. Now this fact gives another guide that these words must be taught as early as possible and must be constantly practised because of their great frequency and high importance.

Thirdly comes the problems of word changes of inflexions which is of no less importance. The word changes in the plurals, the possessives, the comparatives and in the verbs

Inflexions

deserve careful attention too. We know how the inflexions for the plural consistently give rise to errors due to confusion between countable and uncountable nouns. Here are some of the mistakes the students make:—

He bought many furnitures.
 The fire made lots of dirts and smokes.
 He has not yet finished all his works.

These can never be learnt or avoided by definitions or by grammar rules but must be dealt with by examples as given below or through drills and exercises of various types (Ref. 'Common Errors'—F. G. French)

Many		Much	corn
Not many		Not much	rice
Very many		Very much	sugar
Too many		Too much	dust
A great many	Pans	a great deal of	smoke
a few	Nails	a little	grass
very few	SCREWS	very little	coffee
too few		too little	furniture
a few more		a little more	ammunition
any more		much more	
a great many more		a great deal more	

Errors

If these are in brief (Word-order, structural words and inflexions) the bones of English language and these are what we need to teach the students to lay language foundation, have we not all along tried our best to do these things in our grammar and translation lesson? Yes, we have and yet, why do students make so many mistakes similar to these here?

- a) They heard the boys were quarrelling with their sister.
- b) I do not know where is the post office.
- c) He is very weak in English to pass.
- d) My teacher said to me a story.
- e) It is time for going etc.

In (a) the student has combined two sentences they heard the boys and they were quarrelling with their sister. But the student has not learnt to combine them. Repeated drilling of various types of sentences based on a standard model (given in Table) is the only way to drive the right sentences into the students' heads. In (b) the student has also combined two forms of sentences, a negative and an interrogative and thus constructs a wrong sentence. Similarly in (c) there is a confusion between very and too and in (d) perhaps the student sees no difference between say and tell. In the last sentence the student has failed to realize that an infinitive was necessary.

Hundreds of such mistakes made by students everyday point out that a careful handling of the problem of teaching was necessary. We have done a lot of grammar and translation and have dealt with quite difficult text books and a huge vocabulary but there has hardly been any correlation amongst these different aspects of language teaching. And yet this can very well be done scientifically and systematically (without hampering the interest of the students) through a direct approach. But what is this new approach? It is something that we teachers know nothing of? How is the teachers part of the work going to differ from what she has been doing up to this time? Let us not be bewildered. The method suggested is but an old friend in a new garb, a direct method is what is wanted. It means that we must teach the language as naturally as we can but the approach should be through structures as opposed to an approach through vocabulary items only.

Speech holds a very important position throughout the course. Unless we can make the language live we cannot create an interest in our students. But though a direct approach is advocated it should not lead us to the conclusion that the mother-tongue has no place. Occasional use of the vernacular, as Mr. Gatenby had said, is often very economical and useful but repeated translations should not be encouraged. The patterns and structural difficulties must be taught in an interesting way before the students actually meet them in their texts (especially in the early years). The learning load of each lesson should be reasonable. For example (in the beginning of the second year) when the children are learning such sentences as these,

There is some money on the table. There are a few pencils on the desk etc.

It means that they have already learnt—

(1) The use of the preparatory 'there' statement form in the singular and plural (with countables and uncountables) (2) the use of prepositions like 'on' 'in', 'between' etc. (3) the use of articles (the easiest ones) (4) The use of 'some' and 'any'. And now the unit of teaching will be the structural words 'few', 'a little', 'a lot of' etc. with countables and uncountables. Each structural difficulty has to be dealt with separately and in different lesson units. But this should not lead us the conclusion that all our English periods must be structure teaching periods.

All that has been said so far has but dealt with practically one aspect of language teaching. Yet these point of the new syllabus should set teachers thinking seriously about the problem and experiments should be carried out to find out how this problem can best be handled. A report on a 'Diagnostic Tests in English Usage' carried out in Madras clearly indicates that teachers need to improve the practical knowledge of the language as much as they need to change their method of approach. Let us not put the blame on the students, the syllabus or the text books but let us take suggestions from experienced and successful teachers and see what we can do to solve this extremely important problem of teaching and learning English.

A major reason why teachers are overloaded is found in a point of view toward teaching that very largely had given direction to the organisation of instruction in our public schools. When teaching is conceived as a process of transmitting information from the teacher to the student via the lecture method, it makes little difference whether twenty or fifty pupils are permitted to listen to the teacher as he lectures.....To the extent that education is allowed to become concerned mainly with verbalisation of knowledge and the memorisation of established facts and dogma, the teacher may reasonably be expected to centre his attention of forcing students to learn in masse.

(Democratic Teaching in Secoondary Schools.—Stiles and Dorsey)

Experimental Projects In Schools

KALYANI KARLEKAR

That our system of education is stereotyped none can deny and, what is worse, is that this stereotype is handed down from top to bottom. Teachers are bound by rigidly dictated syllabi and an archaic and inelastic system of examination. They, in their turn, teach their pupils to learn by heart without thinking and, very often, without even understanding. The large number of 'cram books' available in the market help the system. This process, continuing from generation to generation, has resulted in a general decrease in powers of rational thinking and judgment. In a country with newly won independence like India this situation is no less than suicidal.

The urgent question before us, is 'How to stop this downward journey?' This trend is really a vicious circle in so much as many of the products of the unthinking educational machine become teachers themselves and produce individuals still worse affected by the malady. This is one of the reasons why the introduction of 'new fangled' methods and devices have not only failed to bring about any improvement but have actually accelerated the lowering of standards. Any effort to cut through the vicious circle to be effective will, therefore, have to be a joint one—a simultaneous releasing of powers of both the teachers and the taught through the sharing of joint experiences.

New approaches, again, may be, fraught with risks on account of all concerned being unused to them and experimentation will be necessary before widespread application of modern techniques can be undertaken 'straight from the book. We therefore welcomed the decision of The All India Council for Secondary Education, when they passed a resolution at their meeting held on the 14th and 15th of June, 1957. '.....the assistance should be given to both small projects of classroom nature and major projects affecting the organisation of the whole school.....'

The various State Education Departments and Departments of Extension Services of training colleges were then requested to recommend a number of schools for such experimental work and to forward schemes for the approval of the Council on the basis of which grants would be given.

Though our Department had been working in a general way in close cooperation with a number of secondary schools, it had not been able to start any specific project in any one of them. Some time, therefore, had to be taken for preparing the ground and five good schools of South Calcutta volunteered enthusiastically to take up experimentation on teaching methods and curricula.

In view of the fact that the School Final Examination of the Board of Secondary Education of West Bengal still follows the old pattern we decided to work our experiment in class VI, VII and VIII, to restrict its application to one section only of each class and to take up these classes, gradually, one after another. We also decided to take up the same experiment in all five of the volunteering schools so that the findings may have wider impact and greater validity.

In defining the scope of the work we felt that the project should be primarily a minor one embracing a narrow subject area but it should have such qualities as would impinge upon the general outlook and organisation of the school.

Considering all these points we kept the following broad ideas in view in framing the objectives :

- (a) To introduce a 'core' approach as a step towards integral education.
- (b) To encourage democratic development in school pupils.
- (c) To stimulate initiative, self-learning, self-activity and rational thought habits among them.
- (d) To evaluate them in all respects—information, expression, activities, learning procedures, rates of improvement, social adjustment, personality growth etc.

The subject field we have chosen is a fused curriculum of history and geography and the methods of teaching and evaluation we propose to adopt will be attuned to the following aims :—

- (a) To teach the pupils to acquire and analyse information instead of making them learn by 'rote' after blind, acceptance.
- (b) To lay the foundation of democratic social behaviour by giving them training and practical in working in cooperation with each other.
- (c) To Develop awareness of national and international relations and responsibilities.

These specific aims of teaching in the selected subject area have been drawn up in close relationship with the general ideas as stated before.

Another purpose in choosing a fused curriculum of history and geography was to link our experiment, extending upto class VIII, with the teaching of Social Studies starting from class IX of higher secondary schools so that it may be possible for us to follow up the training of the future citizens right to the end of Secondary Education. We had previously commented in these pages that the Social Studies syllabus in classes IX and X started too late and provided too little time for any social achievement through its teaching. We felt that this project, supplying a broad base and earlier orientation may remedy these defects to some extent.

For methods of teaching we decided to adopt the "workshop way" with problem and project units, both practical and intellectual, in the working out of which pupils

would learn to study and think independently and give concrete shape to their experience and findings. For evaluation, we propose to depend much less on the essay than on the objective type examination and practical work. We also expect to take the help of sociometry and various psychological tests. We hope, thus, that starting as a limited project covering small area of school teaching, this experiment may gradually widen out to influence that field of secondary education as preparation for life.

We have worked out the bare outlines of the project in black and white but much remains still to be done between now and the time that we can start with the actual execution. The scheme and the schools undertaking it will have to be approved, first, by the Department of Education of West Bengal who will forward them to the All India Council for Secondary Education for selection and then, the final choice by the Council.

We are, however, hopeful, because we feel that our project is not only "worthwhile" but also "capable of influencing practice in other schools." and are waiting optimistically for the sanction of financial "assistance" without which it may not be possible for us to go forward with the undertaking.



"Teaching in secondary schools has been defined as the practice of democratic leadership with developmental intent."

(Democratic Teaching in Secondary Schools.—Stiles and Dorsey)

Tamluk : Where Sixty Hearts Set Together

PIJUSH KANTI CHATTERJI, M.A., M.A. (Ed.)

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Secondary education in India is experiencing a new dawn of life. Educationists, all over this vast sub-continent, are favourably disposed to making the secondary stage of education a full stage by itself. And the first step made to translate this idea into action has been the provision, at the age of 14, for three or four years of higher secondary education based on a diversified scheme of courses to be implemented in multi-lateral schools. As such, the curriculum at this stage will include, besides others, a general course for the first two years in Social Studies, a new subject having immense importance and possibilities.

Why These Seminars?

It is quite natural that schools will face some hurdles in the preliminary years of the implementation of the above plan. Of all the teachers, those who have already been entrusted with the task of teaching Social Studies, have, from the very inception of this new subject, been experiencing innumerable difficulties. The All-India Council for Secondary Education has been organizing, through the Extension Services Departments attached to Teachers' Training Colleges, zonal seminars with a view to guiding the teachers as to how they should introduce various topics of Social Studies to school-children and how to arouse interest in the juvenile minds about social problems of the day. These seminars are being conducted with the help of some American experts whose services have been requisitioned by the Ministry of Education, Government of India.

The first seminar conducted in West Bengal was at the David Hare Training College, Calcutta, in March-April, 1957. Guided by Prof. Alan Griffin of the Ohio University, U.S.A., this seminar was able to make some real and tangible contribution to the noble cause. The second seminar was conducted by Mr. Van Order, of New Rochester in October, at the Institute of Education for Women.

The success of these Seminars gave an impetus to the Extension Services Department attached to Institute of Education for Women, Calcutta, to steal the honours of organizing a seminar, for the first time outside the metropolis town, for the benefit of moffusil teachers.

Tamluk The Venue :

It was at Tamluk, 88 miles south-west of Calcutta, where more than sixty teachers coming from different parts of the district of Midnapore, mustered strong with a common

need and ideal before them, the dates being the 2nd. and the 3rd. of November, 1957. The co-sponsors of this week-end seminar were the Headmistress of Rajkumari Santwanimoyee Girls' High School, Miss Sucharita Das, and the Headmaster of Hamilton High School for Boys, S. Kalobaran Chatterji. Himself a successful teacher of Social Studies in the United States, Mr. Matthew Van Order, who had just completed guiding a seminar at the Institute of Education for Women, was the Director of the Tamluk Seminar, and Mrs Kalyani Karlekar, the ever-agile Co-ordinator of Extension Services Department, sent her kind invitation to Sri Bonbihari Goswami, a veteran teacher of Calcutta, and to the present writer to attend the deliberations as "resource persons". After some three hours' journey from Howrah, we reached Panchkura, and alighting from the train, we found a station-wagon waiting outside to speed us to the R.S. Girls' School, the venue of the proposed seminar. The reception we were accorded to by the staff and students of the school was simple and sincere.

Afternoon Session—Saturday :

Lunch having been over, Mr. Van Order took, before a large gathering of teachers assembled in the spacious hall upstairs, the charge of conducting the seminar. At first he tried to know the problems—internal, rather than external that mofussil teachers are confronted with and to elicit opinions as to how they would find out the solutions. It came out of this informal discussion that, to ensure integration, the responsibility of teaching Social Studies in a school must lie with *one teacher and not many*.

What is the *Goal of Social Studies*? The answer, to be most precise, is that : We want that pupils should grow as *effective citizens* of the country. Mark the word, "effective". What are the criteria that make a man effective as a citizen? They are many of which at least five may be mentioned : (i) co-operative spirit i.e., co-operation with fellow-students in class-work as well as in fields, with parents at home, with the public they come in contact with, and with school administration ; (ii) being well-informed about the operation of the government in all three levels : local, state and central ; (iii) social participation ; (iv) sense of responsibility ; (v) tolerance and respect for others.

Mr. Van Order next suggested that the teacher should bear in mind the following *three steps when to introduce any topic before the class* :

- I. Body of the information (factual) to be transmitted.
- II. Sources of information,
- III. Technique of the instruction to be utilized.

Public Session :

We finished our tea as quickly as possible and were out to make ourselves acquainted with the history-famous town of Tamluk. But the pleasantest of all features that still awaited our return was a variety entertainment organized by the students of the Girls' School. In the far corner of the spacious lawn, an open-air stage was constructed. The

Principal of the Tamluk College took the chair. Miss Das welcomed the guests, Mrs. Karlekar explained the activities her department was engaged in, and Mr. Van Order expressed his sincere gratitude for the grand hospitality accorded him.

Then began the children's show. It was a small but neat programme consisting of songs, recitations and dances, the chief attraction being Tagore's immortal creation, "Kacha-o-Devajani". None could forget the two talented girls who, in the roles of young lovers of classic fame, made the audience spell-bound by their outstanding performance.

The Public Session being over, the teacher-participants seized an opportunity to discuss many of their problems and difficulties with Mr. Van Order, Mrs. Karlekar and the present writer. We tried to throw some light on the activities that the West Bengal Social Studies Teachers' Association and the Extension Services Department were now carrying on.

Morning Session—Sunday :

Fresh in mind and vigour, we started our session at 9 A.M. when Mr. Van Order gave us an idea as to how film-shows can be usefully utilized as an aid to the teaching of Social Studies. He gave a demonstration of four film-strips—1, Pupil-teacher co-operation : 2, Group-work in the class : 3, Election of the U. S. President : 4, The city of Chicago. After this, our learned guest gave an outline of the syllabus of Social Studies, followed in the United States schools. In Grade IX they have Economics, Geography, Civics and Introduction to Ancient History—only elementary knowledge required. History of the World is done in Grade X, followed by History of America to be taken up in Grade XI. *It is the method of approach that is important in Social Studies, and not the contents.* That is why in U. S. schools, World History and the American History are treated, not as isolated events, but according to *five-point criteria*, viz., (i) political (ii) economic (iii) social (iv) intellectual and (v) religious. This was, we thought, a bit of information which should be borne in mind by our fellow-teachers while dealing with the bulky portion of the new syllabus that is related to historical events of India.

Another important feature in the U. S. A. (which is lamentably wanting in West Bengal) is that *the entire syllabus of Social Studies including its contents, is framed by the teacher of the particular school in consultation with his colleagues in other schools, and not by any outside authorities.*

Afternoon Session :

After having a grand lunch, the teachers met once again in the large assembly hall at 2 P.M. Mr. Van Order's talk in this session centered mainly around *what a teacher ought not to do* while engaged in teaching Social Studies. The main core of suggestions was the following :

- (1) While discussing problems, pupils' *capacity for judgment* must be taken account of. The teacher should suspend judgment in cases, if necessary.

(2) While asking questions, the teacher should take caution that the *answer be not included in it.*

(3) When students submit reports of their work, be it done inside the classroom or outside, teacher should see that *clarity of expression* is maintained and grammatical errors are avoided.

(4) *Current events* should not be mentioned as such. There are hundreds and thousands of homes where no newspaper is available, where knowledge is limited inside the four walls. Hence the teacher, while discussing about current events, should take his pupils back to some historical background an atmosphere where they will find themselves quite at home. A judicious teacher may also encourage his pupils to have important reports from newspapers displayed in *wall-papers* ; thus they will be made acquainted with current events in different fields—political, economic, geographical, and historical. These wall-papers will be some sort of a spring-board for students to jump into various other current topics of the day.

It is the twilight :

Time was fast approaching to mark the end of the seminar. We begged leave of each other with hearts warm with mutual affection and co-operative spirit. Our hosts once again offered sincerest thanks to us for helping the seminar achieve success. Mrs. Karlekar handed over some valuable books on Social Studies to the Headmistress as on long loan from the Extension Services Department. It was noteworthy that the participants formed a Study Circle of Social Studies so that matters of common interest may be usefully discussed among teachers from time to time, a feature that has already made a sensational success in Calcutta. And I, on behalf of the W. B. S. S. Teachers' Association, assured all possible help and advice to the newly formed study circle of the teachers of Midnapore.

The car was ready at the gate and soon we were found tracing our route back again.

Young people learn how to live through real experiences better than they do through vicarious experiences involving reading and talking. Vicarious experiences are important, for some individuals they are a major avenue of learning, but without first having enjoyed the experiences of actually living democratically, the value of verbal experiences is greatly limited.

(*Democratic Teaching in Secondary Schools—Stiles and Dorsey*)

Coordinators' Workshop

KALYANI KARLEKAR

This is not a report, but just an appreciation and, as such, I hope to be excused by our readers if details have been dropped out and personal equations crept in.

The idea of Extension Services of training colleges being a new one in our country it was ab initio difficult for Co-Ordinators (a new term again) to place it properly in the field of secondary education. Moreover, this idea was almost as new to most of the Coordinators as it was to schools to which they had to carry it.

The Services had its background in two conferences. The first of these was a conference of principals of training colleges held in 1954 to evolve ways and means of making the teaching of the colleges vitally effective in secondary schools. After this, in 1955, a conference of Directors and Coordinators of Departments of Extension Services was held at Srinagar to clarify the functions of the new services as an agency for helping in the technical improvement of secondary school instruction. Detailed plans had been worked out at the conference but many of even the 'old' coordinators had not been able to attend it and many of the 'new' ones did not possess the "book" in which the report had been published. The recommendations of the Srinagar Conference, moreover, being of anticipatory and planning nature, needed to be reviewed in the light of the practical experience of the last two years. When, therefore, the invitation for a Co-ordinators' Workshop to be held at Delhi from the 23rd November to the 2nd December, 1957, came, most of us welcomed it as a fulfilment of a very strongly felt need.

So we were there, the old and the new the veterans and the "freshmen", pre and post Srinagarians, Coordinators hatched a few months or days before and Coordinators still in the incubator. All stood to profit in different ways. The old were in need for a check-up among a "peer-group" and the new needed guidance from experience. The old could offer proved and disproved facts and the new fresh ideas.

Most of us arrived between the evening of the 21st and the morning of the 23rd November, 1957. The super-annuated Old Jubilee Hall of Delhi University had been redressed and face-lifted to accomodate the men and the three women who stayed in were placed in the girls students' hostel of the Central Institute of Education.

The reception was warm and well-planned. A member of the staff of the All India Council for Secondary Education sporting a prominent badge on his chest met the important trains and managed to beard and bring most of the Coordinators home. Tired by a two-day

journey and a near-stranger to Delhi as I was, this welcome was indeed an unexpected pleasure to me and must have been so to most of the other participants also.

The inaugural meeting of the Workshop was held, at 10-30 A.M., on the 23rd, in the hall of the Central Institute of Education. It was a cosy function with Mr. Saiyidain on the chair and in the presence of Dr. Bhan, Mr. Natarajan, Mr. Daud, Dr. Pires (the Director and the Associate Director respectively of the Workshop) and the Ohio University team of resource persons who were to act as our guides, philosophers and friends in the days to come.

The morning of the 23rd thus well spent, with speeches both inspirational and indicative of the lines the work was to follow, we had coffee with the honoured guests and dispersed for a long break.

The workshop reassembled after lunch in the M. A. in Education lecture room of the Central Institute of Education. To keep the discussions on the track the scope of work was pinpointed in a working paper distributed in this first session. The pre-arranged programme was also helpful in so much as it had divided the work into seven units which again could be related into five broad aspects of activities namely,—

- (a) Problems, both administrative and non-administrative.
- (b) Care and use of the audiovisual equipment received from the T. C. M. and intensive training of a selected group in the same.
- (c) Techniques of conducting workshops, seminars, study groups and other Extension Services activities.
- (d) Expansion of the Extension Services programme with special reference to experimental projects in secondary schools and other developmental programmes of the Council.
- (e) Consideration of methods and problems of evaluation.

The units were first taken up and clearly formulated in general sessions. Then the groups dispersed for detailed discussions and recommendations. These recommendations were lastly submitted again to general sessions for consideration and final acceptance.

The "Problems" were taken up first. It was generally felt that, though the non-administrative problems were more complicated (being problems of intricate human relations) by nature, they were easier to solve than the administrative problems. There were, of course, cases of frustration mostly on account of failure in motivation or establishment of rapport, but it was realised that, even if these difficulties could not be wholly resolved, it was within the competence of the coordinators to struggle with them as best they could. The administrative problems, on the other hand, lay beyond the control of most of us and rested mainly with officialdom. These, also, however, the coordinators were fortunate enough to be able to accept as problems of human relations and not too difficult of solution either, because most of the officials were sympathetic and humane.

The bogeys of the problems having been laid the way was clear for the consideration of other activities. These discussions became fruitful grounds for exchange of ideas and even the 'old' coordinators found some new devices which they would like to try out.

Experimental projects in schools occupied a very prominent place in the discussions on the expansion of the Departments' activities. It was found that some states had forwarded the names of large numbers of schools with projects for financial help while a few had sent none at all. What the Department of Extension Services of the Institute of Education for Women is trying to do in this matter has been related elsewhere.

Another activity of the Council which the Departments could further was the establishment of Science Clubs the importance of which cannot be overestimated in this modern, scientific age. An application form with relevant literature has been printed elsewhere for information of schools willing and able to undertake the scheme.

Not so successful were the discussions about and the training in the use of T. C. M. equipment. The facilities for the training were inadequate but, had they been adequate, it would have been physically impossible for the fiftytwo Coordinators to form even a general idea about these in their spare time in the midst of other equally important activities. Moreover, most of the Coordinators having been appointed from amongst professors and college-lecturers it should not be expected that, given greater opportunities, they could have blossomed out into practical mechanics. Such a training, most probably, would not have done much more than supply some comic relief to the general proceedings.

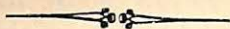
The really difficult part of the work however, was in evaluation. It was generally understood that our self-respect demanded that we judge ourselves, but 'how' we could not tell. Feeling extremely weak and puny before the statedly superhuman tasks placed before us we realised that evaluation could never be objective; if statistics were offered they could never express the warmth of human hearts which were the richest of our rewards, or the enthusiasm of teachers and heads of educational institutions which were our *most rewarding achievements*. We did work out some criteria but had to add that statements of numbers of courses, schools, teachers and classes would leave the most important part of the story untold.

The workshop did not lack its lighter side though we did not have the opportunity of witnessing the antics of unpractical scholars trying to become expert mechanics. The element of play without which we would have become dull persons indeed was provided by two parties given to us one by Mr. Saiyidain and the other by the staff of the Central Institute of Education. We in our turn threw in a tea in honour of them all. There were some visits to schools in contact with the Department of Extension Services of the Central Institute of Education and one to the Jamia Milia Islamia by kind invitation of the authorities. Lastly, one and half days were left free for 'shopping' and sightseeing excursions.

A group photograph of the participants with the Director, the Associate Director

and the team of resource persons (Dr. Griffin, Dr. Mendenhall and Dr. Mikelson) who had guided our discussions. And this brings to my mind one of our most important gains from the workshop—the gain in human relationship and mutual acquaintance.

When the Extension Services had started there were only twenty three Coordinators,—twenty three miserable points on the map of India represented by twenty three sets of literature received intermittently. When the number of the Departments were raised to fifty two the ratio increased infinitesimally and the same sense of abstract unreality continued through an increased number of publications (not all fifty three had started publishing). Now, the picture has come to life. Just to come to know each other would have been a blessing by itself even if the whole workshop had been a failure in other respects. As it is, we are not only wiser, maturer, more balanced and assured, but also more strengthened by the actual knowledge of persons fighting the same battles and building on the same plans. We have a picture now which is in technicolour in place of the old black and white and multidimensional instead of being flat. This sense of a live community, a company the faces of the members of which we hope to recall when we receive their literature and to recognise when we meet again, is, in my opinion the crowning glory of a successful workshop.



WHAT OTHERS SAY :

From the Editor.

*Journal of the Mysore State Education Federation,
Postgraduate Basic Training College.*

Madam,

It was a delight for me to go through the magazines published under the auspices of the Extension Services of your College, there is a large variety of subjects dealt with which would appeal to the student studying for an examination as well as to the practising teacher. The emphasis you are giving to the practical side of the teaching profession is commendable. The several ways in which the Extension Services are serving the secondary school teachers and the several courses organised show that you have a band of efficient and willing workers and your organisation leaves nothing to be desired.

I wish your journal success.....

Yours faithfully,
EDITOR, Journal of the Mysore State Education Federation.

All India Seminar On The Teaching Of English

MANJU ACHARYA

"Nagpur in the winter" some one had whispered "is awfully pleasant." Perhaps it is, perhaps it is not. For throughout December, at least up to the last week, the weather-gods did not consent to lower the barometer and remained utterly indifferent to the warning about 'woollen clothes' communicated to us, delegates, by the Reception Committee of the Seminar long ago. Oranges were plenty at "Santra bazar", but, alas, there was no winter. The electric fans were busy, cooling the heads of delegates and the cold-proof overcoats lamented in our portmanteaus. Of course, we did not expect any cold spell as early as the 4th December, and therefore there was no question of being dismayed for lack of winter on that day. We felt in no time that everything was warm for us at Nagpur from reception down to the debates at the seminar. Most of us reached a day ahead of the inaugural function, a small few strayed and some, even beyond a week.

The Principal and the staff of the Training College were anxious to arrange for our comfortable accommodation and just as our number exceeded their expectation, their eagerness to render every possible help to us did also far exceed our expectation. In fact, as soon as I reached the station, I felt the long arm of welcome and hospitality of Principal Tamahne and his team. It was a rare experience indeed, to get everything ready always, at all odd hours, and without asking for it. The smileful patience of our Nagpur friends became a talk among the guests and I believe, it will be an inspiration to the organisers of all future seminars.

But first things first. We were housed in a nice building in the college compound and there were two other lady delegates—from Patna and Lucknow—in the room allotted for me. We spent the night getting acquainted with one another. Next day at 3 P. M. the inaugural session of the Seminar was held at the University Training College. After the opening speech of Sri Natarajan, Joint Secretary, All India Council for Secondary Education, the inaugural address was delivered by Sri Mangal Murti, Vice-Chancellor, Nagpur University. Sri Natarajan, before a distinguished gathering including Mr. Bruton of the British Council, Delhi, Dr. Brewington of the U. S. I. S. and Sri Tamahne, Principal Nagpur Training College, in his speech presented the history of the All India Council and its activities since 1955, in matters of re-education of teachers and of research in problems relating to the different aspects of secondary education. The Seminar on the Teaching of English, he said, was the fourth in a series, the three that had preceded being on Science, Social Studies and Method. He explained at length the objective before the Seminar, namely to define, in view of the changed context, the new role of English in our education and to

suggest ways and means to modify and reorient the teaching method, consistent with the new role of English, which, in his opinion, was to be taught now as an indispensable foreign language. The Vice-chancellor, in his address pleaded for the adoption of the mother tongue as the medium of instruction at all stages of learning. He was of the opinion that the energies of our pupils were being unnecessarily wasted in learning the intricacies of English, a foreign language. He, however, did not propose a wholesale banishment of English from our educational system. Mr. Bruton, Director of the Seminar, pointed out how the popular attitude towards English and its teaching in schools had veered during the past 5 years and was still veering. He considered the Seminar to be an important event and hoped its deliberations would help laying down the future policy regarding the teaching of English. The inaugural function ended with a vote of thanks from Principal Tamahne, Assistant Director of the Seminar.

From 6th December onwards our Seminar went on in full swing. The morning sessions between 9 and 12 everyday—were devoted mainly to discussions about various problems and to talks by distinguished visitors, while the afternoon sessions between 2.30 to 4.30 were entirely confined to our study groups. For the purpose of the latter we divided ourselves into 5 distinct groups viz., Syllabus, Text Books, Examination, Method and Teacher-training which were led by Sri K. N. Anantapadmanabhan of Tutticorin, Rev. Fr. A. A. Silveria of Bombay, Sri V. R. Taneja of Chandigarh, Rev. G. H. Singh of Udaipur and Miss S. Varshney of Banares respectively. The details of the discussions, findings & recommendations of our study groups will be published later on as a booklet from the All India Council. The major topics of discussions in the morning sessions were the structural syllabuses which were going to be adopted in the States all over India. It was opined that language being primarily a spoken thing, our approach to a foreign language, specially English, should be through its spoken forms and appropriate structures. The syllabus committee recommended that English should be treated as a skill subject, and not as content one. The other important discussions included (1) Aims and objectives of Teaching English, (2) Incentives, (3) Universities and the Teaching of English, (4) Objective Tests in English, (5) Aims of Evaluation, (6) Development of Reading Ability, (7) Teaching of language and (8) Audiovisual Aids.

In course of the discussion on 'universities and the teaching of English' Mr. Bruton suggested that along with English Literature some knowledge of the English language, its structure and the method of teaching English is necessary at the university level. The universities, he urged should enquire into the actual conditions of the teaching of English in High Schools, and adjust themselves accordingly. In her illuminating talk on "Development of Reading Ability" Miss Panandikar said that the reading skill did not consist merely in reading aloud, but in reading fluently. From reading to thought straight without the intervention of the mother tongue should be the practice. The main cause of deterioration of English reading in schools, said Miss. Panandikar, was the lack of knowledge in reading of the teachers themselves. The methods of teaching English in the training colleges, she regretted, had not been modified to suit the changed context of the

country. She recommended practical bias, instead of the old traditional pattern, in the university training courses.

Stress was laid in the Seminar on the Structure method to be adopted all over India. Mr. Bruton was most enthusiastic in the matter. We, in West Bengal had made more headway in the popularization of structure than our friends in other States, barring, of course, Madras, Bombay and Delhi. Mr. Bruton gave, with his usual vivacity, a modal demonstration lesson followed by two such by two among the participants. It became at once the topic of discussion, comment and even parody,—a proof that Mr. Bruton had succeeded in his initial blow.

Most of the discussions were usually fresh and interesting. The fight or mock-fight between fellow delegates over nice points would create at times an atmosphere of the debate hall but the quiet Mr. Bruton, with ice-bag on his head, it seemed, kept cool. He was also the unfailing arbiter when our disputes raged and passions ran high. His judgement and general humour helped us a lot in our attempt to understand one another. Mr. Bruton, an inspired inspirer, was always there, now showing educational films, and now playing linguaphone records, and the Seminar minus Mr. Bruton simply did not exist.

Our two-week Seminar was packed with intense work. But we were clever enough to snatch a day away for an excursion to Gandhiji's Sevagram. It was on the 13th that our party set out for Sevagram, Wardha, at 6-30 A.M. sharp. The trip, otherwise nice, and enjoyable, only reminded me of 'Yarrow Unvisited' which is always more romantic and more memorable than 'Yarrow Visited'. To me personally the place was consecrated with the memory of the Mahatma, although there was no longer in Sevagram the old, outward hum of selfless activity. On another occasion Principal Tamahne arranged an outing in a lovely garden where we had our afternoon session and tea as usual.

We had already started in West Bengal, Bombay and a few other States, Associations of the Teachers of English, now it was proposed in the Seminar that an Association on All India basis should also be formed to coordinate their activities. A steering committee was formed for the purpose and the name of the proposed Association was decided to be "All India Association of English Teachers." Besides Mr. Bruton made it known to us that there was a project for the establishment of a permanent Institution at Hyderabad for Language study where a 4 month course for language teachers would be conducted.

On the 16th, we had a grand social, rather unusual for the high serious teachers of training colleges. Who would suspect that the delegates were also capable of so much music, caricature, recitation, folk dance and even 'gurba' dance? Both men and women teachers participated in the function and had their novel 'play way' during the seminar session. It was highly appreciated by the audience including Mr. Dawood and Mr. Billows and the twinkle of delight is every eye was our best reward.

As the day of farewell dinner approached we all felt heavy at heart. For the real gain in attending the Seminar was not to be calculated by the mere stockpile of information exchanged and knowledge gathered, but by the human factor and the "feel" of hearty acquaintance amongst the delegates. For a full fortnight we formed a sort of happy family, working hard in the day through the maze of deliberations and relaxing to our relief in the evening, chatting about almost everything under the sun and cracking quips now and then. Of course we did not forget to take a group photo before we parted, but the more abiding frame of the photograph is still our mind. Now back to Calcutta after the most absorbing fortnight of the year 1957, I recall how the Seminar at Nagpur was a kind of relief map of India, symbolizing her unity in diversity. The happy reminiscences of the Seminar on the New Year's Eve will serve as an inspiration to me and others long after we have torn off the last page of our old wall calendar.



A major reason why teachers are overloaded is found in a point of view toward teaching that very largely has given direction to the organisation of instruction in our public schools. When teaching is conceived as a process of transmitting information from the teacher to the student via the lecture method, it makes little difference whether twenty or fifty pupils are permitted to listen to the teacher as he lectures.....To the extent that education is allowed to become concerned mainly with verbalisation of knowledge and the memorisation of established facts and dogma, the teacher may reasonably be expected to centre his attention on forcing students to learn in masse.

(Democratic Teaching in Secondary Schools.—Stiles and Dorsey)

REPORTS

Pradhan Siksika Samiti

Two meetings of the "Samiti" were held in the last quarter.

One was held on the 6th November, 1957 to discuss about the shifting of the end of the academic year from 31st December to 31st March. One trend of opinion was that the composite syllabuses for classes IX, X and XI being very heavy the shifting of the academic year at the end of class IX though affording some relief to class IX would ultimately result in too much pressure in the next class.

None thought that the shift was unjustified but there were alternative suggestions that the year could end more profitably just before the summer or the Pujah holidays.

Regarding the problem of the utilisation of the extra three months so suddenly obtained for all school classes it was suggested that special classes should be held for pupils weak in certain subjects, various projects should be introduced and exhibitions held.

Suggestions being invited about the training courses the headmistresses would like the Department to hold for their teachers, Mathematics and new methods of examinations were found to be most in demand. Spoken English also seemed to be a close third.

The question for most suitable time for the Annual Conference was discussed. The headmistresses suggested that this should be held in January as against December of the previous year.

The other meeting of the Samiti was held on the 21st December. Dr. Kelly of the W. H. O. now attached to All India Institute of Hygiene and Public Health as adviser on School Health spoke on a joint programme of health for school children. She also showed some coloured film strips. After Miss Kelly's programme there was a discussion of plans for the Annual Conference of the Department. It was provisionally decided that an education week will be celebrated leading on to the general conference. This week will also contain a debating and an elocution competition and a "Pupils' Day" for school pupils and a debate and a variety entertainment for and by teachers. Workshop-cum-seminars will also be held for the three associations viz. the Pradhan Siksika Samiti and the English and the Social Studies Teachers' Associations.

Association of Teachers of English of West Bengal

One meeting only of the Association was held in the first quarter on the 14th December 1957, at the Institute of Education for Women.

A meeting of the Executive Committee was held first for consideration and adoption a programme of activities for the next quarter. It was decided that the January programme of the Association should be held along with the Annual Education Week of the Department of Extension Services of the Institute of Education for Women and that a workshop-cum-seminar should be held in this connection. The February programme, similarly, would be held jointly with the Silver Jubilee celebrations of the David Hare Training College. The March picnic organised with the help of subscription raised from amongst teachers of English.

The general meeting was held on the same date immediately following upon the meeting of the Committee. Dr. and Dr. (Mrs.) Marshall, Fulbright Grantees now teaching English at the Jadavpur University were the Chief Guests and Principal D. N. Roy of the David Hare Training College was on the chair. Both of them joined together in giving short and interesting talks on "How to teach English in Secondary Schools." They insisted that reading and more reading of good English prose was the only way of learning the language well. English being a language not governed by uniform grammatical rules the only way to learn it correctly was to acquire a sense for it by constant practice. The talks were followed by discussions and many members were doubtful about how much time could be devoted to the reading of English literature now that we are trying to become trilingual.

West Bengal Social Studies Teachers' Association

SUKUMAR MITRA, Secretary

(Hindi High School)

On the 6th of April, 1957 at 3 p. m., seven teachers of Social Studies, who had earlier taken part in the Social Studies Seminar held under the joint auspices of the Departments of Extension Services, David Hare Training College and Institute of Education for Women, and conducted by Dr. A. F. Griffin of the Ohio University, U. S. A., met at the St. Johns' Diocesan School to discuss the possibility of organising a State Social Studies Teachers' Association with a view to promoting the study and teaching of Social Studies. Pursuant

to a decision taken at the meeting a general meeting of all the social studies teachers of West Bengal was called on April 27, 1957 at the Ballygunge Government High School. The meeting was attended by nearly 50 teachers belonging to different schools of Calcutta and moffussil. Sri D. N. Ray, Principal, David Hare Training College, presided over the meeting. In an atmosphere of great enthusiasm a decision to start an Association of Social Studies Teachers was unanimously taken. In the same meeting a sub-committee to draft a constitution for the proposed Association was formed. On July 27, 1957, in another general meeting, the constitution was adopted, and an executive committee formed.

The principal aim of the Association is to promote the study and teaching of social studies in West Bengal. With that aim in view, the Association held a general conference of all the social studies teachers on September 22, 1957 at the David Hare Training College. It was a whole day conference, split up into two sessions. The conference was inaugurated by Dr. Jaffie of the United States Information Service. Mr. D. N. Roy presided over the Conference. Mrs. Jaffie read out an interesting paper on Social Studies. The conference was attended by 75 teachers of Social Studies. A small exhibition of work done in social studies by both teachers and students was set up. The conference was a great success in as much as it offered an opportunity to the teachers to discuss their difficulties of teaching a subject which was so new to them and share their own experience of Social Studies with others.

No doubt, the conference gave an additional impetus to the cause of Social Studies in West Bengal.

The Association which is open to all social studies teachers and also those who are interested in the subject is growing in strength from day to day.

In this connection it is well worth recording that a study circle of Social Studies teachers has been organised by some very enthusiastic teachers of Calcutta. The study circle has no direct connection with the Association, but it has been formed by the members of the Association with a view to promoting the aims of the Association. The study circle sits at least once a month and discusses the actual problems of teaching social studies. The ever-expanding attendance in the study circle is an index of its utility and popularity. In fact, it has a set a fine example of teacher-cooperation, how the teachers of a subject should sit together and receive lights from one another as to the best way of dealing with the subject.

Teachers Who Qualified For Certificates

(1) ENGLISH

Certificates will be awarded on 19. 1. 58 at 4 P. M.

Barrackpore Girls' School

Krishna Bose

Arati Mazumdar

Bhabani Balika Vidyalaya, Shibpur

Taru Datta

Chetla Girls High School

Lila Chakrabarti

Chittaranjan Girls School, Kasba

Sova Basu

Jagabandhu Institution

Devendranath Sengupta

Kalidhan Institution

Sadhana Bhattacharya

Muralidhar Girls School

Nina Banerjee

Renu Sen

Kalighat High School

Joytish Ch. Ganguly

Lalit Kumar Dhar

Surah Kanya Vidyalaya

Gargi Mitra

Ultadanga United High School

Amarendra Nath Sanyal

Satindra Ch. Roy

Abinash Ch. Seal

(2) SOCIAL STUDIES

Certificates had been awarded on the 21st October, 1957.

A. K. P. Girls H. School, Bhatpara

Roma Pal

Barrackpore Girls High School

Ashalata Majumdar

Arati Mazumdar

Tapati Dev Chowdhury

Barlow Girls High School

Usha Saha

Binapani Pardah Girls School

Kanika Bhattacharya

C. C. Girls High School

Kamala Chowdhury

Tagore De

Diocesan Girls School

Molina Mukherjee

Howrah Girls High School

Promila Das

Krishna Bose

Chetla Girls School

Anima Roy Chowdhury

Krishna Bhabani Girls School

Santi Bhattacharya

Ranjita Datta

Lake School for Girls

Jhunu Das Gupta

Satadal Roy

Lumbini Park

Uma Manjula Nag

Purbachal Vidyapith, Chakdaha

Gayatri Gupta

R. S. Girls School, Tamluk

Chhabi Bose

Latika Datta

Surah Kanya Vidyalaya

Gargi Mitra

Subhas Chandra Inst., Dhubulia

Gita De

Manjula Pakrasi



All India Council For Secondary Education

DEVELOPMENT PROGRAMMES :

PROMOTION OF SCIENCE CLUBS

Information Paper

In the scheme for the Promotion of Science Clubs two types are envisaged : (a) Central Science Clubs, to be established in the Extension Service Centres and open to several schools, and (b) Clubs in individual schools, recommended by the Directors of Public Instruction.

Central Science Clubs are considered very important for demonstrating the value of science-club activities for the improvement of Science education, not only to the numerous participating schools but also to the science teachers under training in the Extension Service Centres.

In September last several documents were despatched to the Directors of Public Instruction and to the Co-Ordinators of Extension Service Centers, giving detailed information on the scheme, the quantum of assistance available to each club, and the criteria for receiving such assistance. In the application form to be returned to the Council, the applicant was asked to submit a list of activities for the proposed club and indicate such tools and materials as are strictly necessary for carrying out the selected activities.

In view of the limited funds approved for the initial phase of the scheme, the Council made it clear in the circulated documents that a maximum of Rs. 1250 would be given to each school club, as a capital grant for the purchase of tools and equipments of a permanent nature and for a limited quantity of materials required immediately. It was made equally clear that a school, to be eligible for assistance, should have a fully equipped science laboratory and should guarantee to raise Rs. 300 per year in order to meet all recurrent expenditure for such activities as excursions, visits to places of interest, organisation of exhibitions and fairs, celebration of science days etc., which every club should undertake.

Nevertheless, a study of numerous requests so far received reveal not only a misunderstanding of the Council's financial resources, but also confusion in the selection of suitable activities for science clubs. A great majority of applicants have exceeded the ceiling of Rs. 1250 in their budgeting and ask for grants ranging up to Rs. 17,000. Similarly, in the choice of activities and in the selection of tools, equipment and materials, there are considerable differences. Some applicants have listed all the apparatus and equipment required for teaching not only General Science but also some of the other elective science subjects.

With a view to clarifying the scope of the scheme and in order to expedite the establishment of science clubs, the Council wishes to inform the Sponsors as follows :—

1. Financial Aid

For the present each Central Science Club will receive a grant not exceeding Rs. 2000 and every eligible school-club will receive an amount not exceeding Rs. 1200. These grants are mainly for purchasing such tools and equipment as would supplement their own existing resources. However, every club will be authorised to spend up to Rs. 200 for the purchase of indispensable materials that are required for executing the selected projects during the current academic year.

2. Setting up of Workshops and Organising of Science Clubs

The first and immediate duty of the School or College authorities, receiving assistance under this scheme, is to fit up a workshop, while the club is being organised, its members enrolled and its constitution drawn up. The workshop, which will be the club-room with work-benches and storage cupboards, should be so located as to be an adjunct to the school laboratory.

3. Projects which could be immediately taken up by the club members

In order to get clubs functioning as soon as possible a list of simple projects is attached in appendix. These projects were recently approved by a group of science teachers who have personal experience in running science clubs in schools.

Science teachers, who are expected to be the sponsors of clubs under the present scheme, have to make available whatever equipment they have in their laboratories to students who join the clubs.

The Council is unable at present to assist the establishment of specialised clubs, such as the Photographic and Radio Clubs. However, the Council is arranging for the preparation of science kits for special projects to be loaned to interested science clubs.

A news-letter describing interesting and successful projects will also be circulated to the clubs.

4. Unesco Source Book for Science Teaching

To sustain and expand the interest of students in the science club activities, the sponsors are expected to acquire, for their science libraries, books describing simple experiments which students can perform with improvised apparatus made by themselves. Among such publications the 'Unesco Source Book for Science Teaching' is economical and most useful; over 500 experiments, using simple materials, are described and illustrated.

Realising the immediate usefulness of this book the Council has secured from Unesco a discount of 33% for science teachers in India. It can now be purchased from 'Oxford Book and Stationary Company' Scindia House, New Delhi, at a cost of Rs. 8 for a cloth bound volume (plus Rs. 1.35 registered book-post) and Rs. 6.67 for a paper-bound volume (plus Rs. 1.20 for registered book post).

Simple Projects for Science Clubs

APPENDIX

1. Collection and classification for specimens of the following: Rocks, soils, wood (timber), plants; leaves; flowers; seeds; foodgrains; insects; reptiles.*

* These specimens could simultaneously be collected by several groups of interested pupils. Each group should not only collect and classify the specimens, but also mount them in show-cases made by its members. The group should then write a record describing some of the salient features and interesting properties of the specimens and their utility to men. The members should explain their findings, with demonstrations, both to the science club and to the General Science class.

The same procedure of writing reports, demonstrating the findings, etc., should also be followed for all other projects.

2. Drawing of domestic and wild animals and their classification.
3. Planting of trees; hedges; vegetable and flowering plants.
4. Fertilizers: collection, classification and use of manures.
6. Breeding plants; cutting, grafting, budding.
6. Hydroponics; soilless gardening and mineral requirements of plants.
7. Conservation of natural resources; minerals; soil; water; trees: animals (domestic and wild).
8. Construction and use of: Vivarium; Aquarium; Beehives; Poultry-keeping.
9. Prevention of breeding of mosquitos and houseflies in the school compound.
10. Preparation charts showing food constituents in common food-stuffs and composition of balanced diets).
11. Setting up of a First-aid centre.
12. Charts and models of; well-ventilated house; airconditioned room.
13. Charts and models of; town water supply and sewage disposal.
14. Health charts and health exhibits; disinfection of school premises.
15. Pollution of air, water, food, and its prevention.
16. Collection of commonly used drugs and medicines.
17. Meteorological stations: study of weather charts from newspapers; construction and use of a rain-gauge and a weathervane; recordings of maximum and minimum temperature and relative humidity.
18. Study of night sky; recognition of major constellations and their seasonal variations; charts of stars.
19. Construction of models; windmill, persian wheel, parachute, aeroplane.

20. Making of toy.
21. Charts and models showing the transformation of energy.
22. Charts and models showing the working of : levers ; pulleys ; gears.
23. Their demonstration with Meccano sets.
24. Construction of models ; atoms ; molecules.
- 24a. Photography ; developing and printing.

(provided the school has a camera, an enlarger, and a dark-room. Members will have to purchase their own film and printing paper).

25. Electro-plating.
 26. Construction of a fire extinguisher (soda-acid type).
 27. Purification of water and detection of various impurities.
 28. Softening of hard water.
 29. Making samples of ink, soap, cleaning fluids, matches, chalks, candles, paper, bleaching powders, wood-polish, boot-polish, metal-polish.
 30. Removal of rust and other stains.
 31. Silvering of mirrors.
 32. Preparation of insecticides.
 33. Detection of ; starch and sugar in food-stuffs ; acids in fruits.
 34. Etching of copper plates and glass.
 35. Construction of a model volcano.
 36. Models of : solar system ; earth and the moon ; sun-dial.
 37. Construction of models ; steam-engine ; steam turbine.
 38. Construction and calibration of a thermometer.
 39. Construction and use of ; pin-hole camera ; periscope ; kaleidoscope ; telescope.
 40. Construction of : wet and dry cells ; dynamo ; electric meter ; electro-magnet.
 41. Construction of a model household circuit for lighting and power.
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APPLICATION FORM FOR ASSISTANCE FROM THE ALL INDIA COUNCIL FOR SECONDARY
EDUCATION (AICSE) TO ORGANISE A SCIENCE CLUB

*(Headmasters and Principals are requested to forward these forms to the D.P.I.'s
of their States for Transmittal to The Director, All India Council
for Secondary Education, 4/19, Asaf Ali Road, New Delhi.)*

1. Name and address of the School :—

.....
.....
.....

I, the Headmaster/Principal, having taken note of the conditions to be fulfilled for receiving assistance, under the AICSE's scheme for the promotion of Science Clubs, want to state that :

- 1) I have a laboratory adequately equipped for teaching science ;
2. I have suitable working and storage space, easily accessible to Science Club members, and where work-benches could be installed ;
3. I agree to submit annual reports of the Club work ;
4. I wish to assure that :
 - a) my school will be able to raise at least Rs. 300/- per year to meet the recurring cost of the club ;
 - b) the assistance given will be spent entirely on the Club activities ; and
 - c) I will return the tool-kits, science-kits and other equipment, if any, given to my school, in case the Science Club ceases to function.
5. I submit the following activities for the proposed Club, during the current academic year, for which I would like to purchase equipment, tools and materials, costing about. Rs.....

ACTIVITIES

EQUIPMENT, TOOLS, MATERIALS.

Signature
Date.

BOOK REVIEW

Democratic Teaching In Secondary Schools—By Styles And Dorsey.

To every country its history, to every country its way of life, but still countries can learn from one another. For example, in the book there is quite a lot which India, as a "secular democracy" can learn. American education may be numerically and financially far ahead of ours, yet some principles have been stated which can be applied anywhere, under almost any conditions.

The book starts with the statement that "democracy is a way of life" the goal of which is "the establishment and perpetuation of a pattern of group life that increasingly makes possible a greater amount of personal happiness and well being". This pattern involves "creative expression and self-determinism. It utilises free enquiry and ensures freedom from externally imposed control". These have to be practised in schools, for "Youth subjected to autocratic teaching can never learn the way of living called democracy. This is where the school steps in to lay the foundation of a democracy for—"Children and youth do not inherit democratic characteristics, they must acquire them. Becoming democratic is not a sudden change ; it is a process that takes place gradually and extends over a period of many years."

The role of the teacher in this process is a great one. "It is the privilege of the teacher to provide the encouragement, the assistance and the opportunities for those in school to grow in competence in democratic living."

The following assumptions about secondary education are made so that the above principles may be achieved through it :—

1. Secondary schools are laboratories for democratic development.
2. Secondary education is based upon age, not subjects.
3. Secondary education is concerned principally with general education.
4. Secondary education should meet the needs of all adolescents.

The relationship of this education with society has been analysed and having shown how orthodoxy can adversely affect the cause of educational and national progress, the conclusion is drawn that "Teachers must perform vanguard functions in spearheading the attack upon practices that are detrimental to the ideals of democratic life. This task may be accomplished by helping youth to practice and perfect habits of behaviour, critical thinking and problem-solving."

A chart for democratic life is given as follows :—

- A. Signs of Democracy :—1. Shared respect
- 2. Shared power.
- B. Conditions which contribute to it :—
- 1. Economic balance
- 2. Enlightenment.

There are bills of rights for teachers and pupils who will build this life. The rights for teachers includes, amongst others the right to teach classes that are not too large (10—20 pupils), the right to have time in the school day for planning, the right to a 45 hour week, the right to have good materials and enough of them, the right to work in a room that, with the help of the students, can be made pleasant and appropriate to the tasks to be learned, the right to a realistic programme of inservice education, the right to participate in modifying the curriculum and methods and in formulating school policies.

The rights of pupils in schools include the right to develop skills of democratic living through experiences in a democratic school atmosphere and by actually participating in cooperative activities in school, the right to have respect, security and acceptance by teachers, the right to adequate guidance, the right to think independently, to make decisions for themselves and to develop capacities for self-discipline, the right to develop their own capacities and talents etc.

Professional qualities of teachers such as social insight, understanding of child growth and development, skill in group leadership, high level of cultural development etc have been enumerated.

Pupil-growth being an outcome of teacher-understanding, teacher-student relationship is said to be the primary determinant in democratic teaching. It has been emphasised that the teacher must do justice to each pupil by taking into account differences in individuals.

The learning process is taken as "a process of changing behavior through experience", the implication of which is that "the more varied the experiences of the learners the more they will learn." Emphasis is therefore, laid on the fact that "The bases of learning for youth are to be found in their living".

Democratic motivation should be "intrinsic" and evaluation also should not "stress the memorisation of facts," but should include factors like ability to think critically and to interpret data, respect for and appreciation of the worth of others, willingness for and habits of participation, concern for the welfare of all, skill in communication, appreciation for democratic values, self-direction in thought and action, self-discipline in terms of personal and group values, willingness to accept responsibility for group activities, habits of mental and physical health etc.

Guidance holds an important place in this approach to education and it should be of a type which considers adolescent youth to be sufficiently mature to make intelligent choices and help rather than direct in making the choice. As a matter of fact "good teaching is guidance." The rule of the specialist is not overlooked, but the good teacher is the day to day guide.

Group cohesion, so essential in this type of teaching arises out of "rapprochement" as expressed in teacher-student sharing of learning through common participation in real experiences. This is not an easy way and teachers used to autocratic methods may face disappointment and frustration in the beginning. Experiments have been considered as essential and various cases in point have been enumerated by way of examples.

It is said that this sharing of experience will develop group thinking and action and several methods of achievement of this quality have been described.

The different stages of adolescence (early, middle and late) have been separately analysed with reference to the needs of each and how they can be met. The development is brought up to adulthood and the book ends with the problems of approaching life whether it is admission to colleges or emplacement in jobs. The adequately placed youth is also to be a good citizen not of his state only but of the world. Thus we see how educational literature of one country may have points true for others no matter how diverse they may be in many respects.



Review of Work

At the end of the last quarter of our second year of work it can be confidently stated that we have been able to put our mark on the field of secondary education in West Bengal. The mark may be small and faint, but it is a mark all the same. We are happy at this development because it not only justified our existence to some extent but also indicates which way the educational breeze is blowing.

We have discovered umpteen headmistresses and school teachers who are "conscious" and are convinced that they had always been so. If they had failed to respond it must have been because they had not been "axed" properly and had, in self-defence, acted like the schoolboy who refused to learn his lessons because the school-marm would not ask him anyway. Teaching glibly about "motivation" we teachers of teachers had so often overlooked the fact that our own pupils also needed to be motivated.

We have also realised that teachers are not primarily "mercenary". They need money in their lives as all else, but they are not insensible to things which are as important and indispensable. We, therefore, feel that it is only by giving recognition to them as the real instruments and transmitters of education that our old system can be lifted from the morrass of lethargy and orthodoxy into which it has fallen. We have tried in our small way to give them the respect and honour that they deserve, but, our scope being limited, we appeal to the powers that be for greater involvement of school teachers in all affairs of educational planning and administration so that they can rise in their profession pure and free.

The services we have been able to offer in the last quarter were mostly our usual ones.

The year-long term-time course on the methods of teaching English was completed after two evaluatory sittings in November. Trainees who have submitted original work on English Structures and objective type tests will be awarded certificates at the time of the Annual Conference of the Department and the most meritorious items of work out of these will be printed in the Teachers' Quarterly.

There was also a vacation course on Social Studies conducted by Mr. Van Order, Fulbright Grantee from New Rochester, New York whose services had been obtained through the kind offices of the United States Education Foundation at New Delhi.

There were twenty-five trainees of whom twelve stayed at the college hostel and the others attended daily from Calcutta, Barrackpore, Bally and Howrah.

Classes were held from the 12th to the 22nd October, 1957 (both days inclusive). Mr. Van Order divided the trainees into five working groups and elicited an unexpectedly large amount of work from them. Field trips were arranged by the teachers themselves as part of their training. Conducted visits were paid to the Bengal Jute Mills, the Statesman House, Palta Water Works, D. V. C. Exhibition Room at the Anderson House, Calcutta Port and Fulia Township (Community Project). These visits were efficiently organised and their success was due as much to the organisers as to the kind cooperation of the authorities at every place.

The course ended with a Social Gathering under the chairmanship of Dr. B. Dutt, Senior Professor of Economics of the Presidency College, Calcutta. Reports were read, certificates of completion were awarded to the trainees, a group photograph was taken and Mr. Van Order and the Director and the Staff of the Department of Extension Services were treated to a grand lunch by the trainees.

Mr. Van Order followed up this short and intensive course by visits to schools from which the trainees had come. Visits to all the schools could not be arranged because of various kinds of difficulties, but six schools were visited in all.

The first of these visits was to the R. S. Girls High School at Tamluk on the first and the second November. This visit was utilised by the Department as well as the educationists of the locality to hold a full-fledged workshop-cum-seminar a report of which appears elsewhere.

This follow up work was taken up again in December. The first school to be visited in that month was the Lake School for Girls on the 10th at 11 A. M. All the class rooms had been decorated with posters on Social Studies by pupils of class IX and on other subjects by those of other classes. A special Social Studies room had been arranged where practical books worked out by the pupils of class IX were laid out for inspection by Mr. Van Order. There was also demonstration of group work under class-room conditions. Mr. Van Order and the Coordinator then, lunched with Mrs. Sengupta, the headmistress

of the School. The tasty food had been prepared at the school canteen under the supervision of some of the teachers. The pupils presented Mr. Van Order with an album of photographs of Calcutta, a short account of Calcutta in English and an earthenware ashtray made and painted by themselves.

The St. John's Diocesan School was visited on the same day in the afternoon. There, Mr. Van Order first saw the girls of class IX working on various charts and posters related to Social Studies and then joined with them in a general discussion on "Delinquency".

The Krishnabhavini Nari Siksa Mandir was visited on the 12th December. The Headmistress took the visitors round to all the class-rooms and to a drill class on the lawn. The school then assembled for a performance of tableaux vivants, with music and hymns depicting the educational and religious systems of ancient India. Mr. Van Order addressed the gathering in English at the end of the performance and was interpreted into Bengali by the Coordinator. The last item of the visit was a tea served from the school canteen. One very interesting thing that Mr. Van Order was able to see in the school was that the pupils were sitting for the test examinations for the School Final on the "Honour" system, i.e., without guards. The Headmistress said that the use of unfair means had almost vanished since the introduction of this system.

Two schools were visited on the 18th December. The Howrah Girls' School in the morning and the Bally Banga Sishu Balika Vidyalaya in the afternoon.

At the first school Mr. Van Order observed group work and a discussion meeting of class IX pupils of Social Studies. He was also entertained with "legime" drill and Bratachari dance and served tea with light refreshments.

At the Bally school, Mr. Van Order was shown the Social Studies class, a handwork exhibition and Bratachari drill. Then the school assembled in its capacious hall for a variety entertainment which included a sketch on how Social Studies can best be taught in cooperation with parents and local authorities. Lastly, there was a group discussion with teachers and heads of some local schools. Tea was prepared and served by girls of the Home Science Department.

In addition to our ordinary routine work we are now at the point of launching upon a new venture of greater intimacy with some schools. This work will first start with schools which have come closest to us in our day to day programme and are also situated near our Institute and will consist of two types of activities:—(a) establishment of science clubs and (b) carrying out of experimental projects in schools. As both these matters have been itemised elsewhere I should just rest with the remark that this is only a beginning and, like the first swallow of summer may swarm out into a movement which by converting the projects into general rules would change the face of our methodology beyond recognition.

